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ABSTRACT

An administrator's manual and two reading comprehension tests in Spanish and English for use in elementary grades are presented here. The Spanish reading comprehension test was developed, standardized, and normed in Mexico; the English reading comprehension test was translated from the Spanish test. The tests were designed to be used in the following ways: (1) to determine the level of Spanish achievement compared with Mexican norms; (2) as an evaluation instrument for bilingual education programs; (3) to measure progress of United States students who are studying Spanish; (4) to determine degrees of bilingualism by administering both English and Spanish versions at different times; (5) to measure and report Spanish reading comprehension skills of the students as well as information about English achievement; and (6) as a research tool. In addition to the above information, the manual covers the following topics: (1) the Mexican educational system; (2) suggestions for psychologists and educators; (3) test development; (4) interpretation of the scores; (5) general directions for administration as well as directions for administering both tests; (6) information on Spanish grade equivalents and percentile ranks; and (7) information about English norms, grade level equivalents and percentile ranks. (AMH)

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Administration Manual

(Grades 1 - 6)

SPANISH READING COMPREHENSION TEST

and

ENGLISH READING COMPREHENSION TEST

(Translated from the Spanish)

by Steve Moreno

FL011936

SPECIAL FEATURES .....

Based on Mexican curriculum materials
Measures both Spanish and English reading comprehension
For Grades 1 through 6:
- Grade Level Equivalents
- Percentile Ranks
- Quartile Ranks

Standardized and Normed in Mexico (by an American)
Group or individual administration (only 30 minutes)
Developed and designed for usage in the United States
Suggested uses for psychologists and evaluators for the identification of mentally gifted and learning disorders.

SUGGESTED USES .....

Measure Spanish reading achievement based on Mexican norms to determine learning ability and learning potential.
Compare Spanish reading ability with friendly Mexican neighbors.
Pre and posttest for English speakers who are studying Spanish.
Evaluation instrument for bilingual education programs.
Tool for research in bilingual education, language acquisition, etc.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ADMINISTRATION MANUAL
(Grades 1 - 6)

SPANISH READING COMPREHENSION TEST

and

ENGLISH READING COMPREHENSION TEST
(Translated from the Spanish)

TEST IDENTIFICATION-The following large initials have been placed on the test booklets in order to facilitate quick identification.

SE = **SPANISH READING COMPREHENSION** — Elementary, Grades 1 - 6.
EE = **ENGLISH READING COMPREHENSION** — Elementary, Grades 1 - 6.

SS = **SPANISH READING COMPREHENSION** — Secondary, Grades 7 - 12 and adults.
ES = **ENGLISH READING COMPREHENSION** — Secondary, Grades 7 -12 and adults.

If there are any particular questions that remain unanswered by this administration manual, please write or call for immediate assistance.

Any supplementary reports that are written will be sent directly to you.

BEFORE YOU ADMINISTER this test, the author suggests that you read this entire manual in order to gain a complete knowledge about the test and its intended uses.

This test should be administered by teachers, psychologists or other certified professionals.

SPANISH READING COMPREHENSION TEST · Elem. Grades 1-6

and

ENGLISH READING COMPREHENSION TEST· Elem. Grades 1-6

-CAUTION-

THIS TEST IS DESIGNED ONLY FOR VERY SPECIFIC PURPOSES AND IT SHOULD ONLY BE USED FOR THE INTENDED PURPOSES. THIS TEST SHOULD NOT BE ADMINISTERED AS AN EVALUATION OR ACHIEVEMENT TEST TO A STUDENT *SIMPLY* BECAUSE HE OR SHE HAS A *SPANISH SURNAME*, OR BECAUSE THEIR PARENTS WERE BORN IN A SPANISH SPEAKING COUNTRY. PLEASE READ THE COMPLETE ADMINISTRATION MANUAL IN ORDER TO FULLY UNDERSTAND THE USE OF THIS TEST. THIS TEST IS COMPLETELY INVALID WHEN USED FOR PURPOSES NOT DESCRIBED IN THIS MANUAL, OR FOR PURPOSES NOT INTENDED BY THIS TEST.

SPANISH READING COMPREHENSION TEST.

The **SPANISH READING COMPREHENSION TEST** was developed, standardized and normed in Mexico. The test has 73 items. The test results may be analyzed using raw scores, grade level equivalents, percentile ranks, and quartile rankings for each grade level.

ENGLISH READING COMPREHENSION TEST.

The **ENGLISH READING COMPREHENSION TEST** was translated from the **SPANISH READING COMPREHENSION TEST.** Please be aware that a much smaller sample size was used in developing norms for the **ENGLISH READING COMPREHENSION TEST.**

The **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST** are designed to be used in the following ways:

1. **Determining** the level of Spanish achievement compared with Mexican norms. After the level of achievement is determined, some idea is available about the student's learning abilities and learning potential.
2. This test is an excellent **EVALUATION** instrument to be used in bilingual education programs where both Spanish and English are taught. Pre and posttests for Spanish and English to measure Spanish and English instruction.
3. Measuring growth of United States students who are studying Spanish. The test may be used as a pre and posttest to measure the amount of Spanish learned. The test may also be used by students who are studying Spanish to determine how well they read Spanish compared with their friendly neighbors South of the border.
4. Determine the degrees of bilingualism by administering the **SPANISH READING COMPREHENSION TEST** and later administering the **ENGLISH READING COMPREHENSION TEST** and comparing the raw scores, or the grade level equivalents.
5. Measure and report to the school board the Spanish reading comprehension skills of the students as well as information about English achievement. Reading comprehension skills are important in two languages, especially in the Southwest and other areas where there are significant numbers of Spanish speaking people. International trade and travel make bilingualism more important everyday. The President of the United States is usually proud of his Spanish speaking ability.
6. A research tool. For the first time researchers may examine such questions as:
   a. When is the best time to start teaching English to monolingual Spanish speaking students?
   b. How much Spanish do children retain after they enter English speaking schools?
   c. What is the best method to teach Spanish?
   d. Which bilingual education techniques teach Spanish and English best?
   e. What is the effect of a Spanish education on learning English?
   f. What is the relationship between achievement in Spanish and English?

PLUS MANY OTHER RESEARCH QUESTIONS

Following is an explanation of 1 -5 above.

1. **WHEN DETERMINING *SPANISH ACHIEVEMENT COMPARED WITH MEXICAN NORMS,*** and determining **LEARNING ABILITY AND LEARNING POTENTIAL.**

When educators need to determine the achievement of students who have received all, or part, of their education in Mexico or another Latin American Spanish speaking country, the **SPANISH READING COMPREHENSION TEST** should be used. The test will provide educators with grade-level equivalents, percentile ranks and quartile rankings for Grades 1-6.

When the **SPANISH READING COMPREHENSION TEST** is being used to determine Spanish achievement, the following information should be available on any student who is to be tested.

a. The last grade completed or attended in Mexico or other Latin country. If a student has **completed** the sixth grade in Mexico, then it is possible to compare the student's achievement with the sixth grade norms. If the student has completed grade 5, but only attended the sixth grade for three months, then the student should be compared with the fifth grade norms.

b. If a student has completed at least four months of a grade, he should be compared with the norms for that grade level. If a student has completed **LESS** than four months, then he should be compared with the prior grade . . . for example . . .if a student completed only three months of Grade Five, he should be compared with the fourth grade norms.

c. The student should be compared with the norms of the last grade **completed.**

d. **BE AWARE** that some students may have received their basic education in Mexico, but have been attending English schools for several months or even years before you test them. In this case, the educator should consider the effects of forgetting on the student's prior education. A student who attended the fifth grade in Mexico three years ago **should not be expected** to retain all that he learned, though he probably will remember a great deal, mainly because of the emphasis placed on the basic subjects in Mexican schools. The student will also retain more of the knowledge he gained in Mexican schools if Spanish is currently being spoken in the home and/or in the neighborhood. It should be remembered that although Grades 1 through 6 are part of the compulsory education program in Mexico, there are still **some students** who have not yet attended school. For these students, the norms are **NOT** meaningful. The test will have value in determining the student's present Spanish reading comprehension level.

EXAMPLE: A new student enters school and does not speak English. The teacher knows that the student attended school in Mexico and the teacher would like to find out about the student's achievement level, learning ability and learning potential in order to place the student in an appropriate class for instruction that will capitalize on his strengths and strengthen his weaknesses. The teacher would administer the **SPANISH READING COMPREHENSION TEST** to find out the student's reading level compared with his educational level, and therefore determine how much knowledge the student gained in his own country and in his native language, as well as how the student compared with his peers. If the test shows that the student is a high achiever, then we have some information that the student **HAS** high learning ability, and his potential for learning will be high when he masters the English language. If the test indicated that the student is an average achiever in his native country, in his native language, then the student probably has **average** learning ability and average learning potential when he masters the English language. If the student has had the opportunity to learn in his native country, but has not achieved well, then the student probably has below average learning ability and learning potential.

2. AN EVALUATION INSTRUMENT FOR BILINGUAL EDUCATION PROGRAMS.

The **SPANISH READING COMPREHENSION TEST** may be used in the following ways:

a. As a screening instrument to determine the Spanish reading abilities of students entering bilingual education programs. The screening can be used for grouping students into classes for the most effective instruction.

b. As a test to measure the entering abilities of students (pretest), and as a posttest to measure the final level of learning and the total amount of learning.

c. As a test to determine the level of achievement in order to determine when students are ready to transfer to another level of Spanish or English.

d. The **ENGLISH READING COMPREHENSION TEST** may be used to determine the same abilities in English.

e. As a test to determine the level of bilingualism. The **SPANISH READING COMPREHENSION TEST** may be administered in order to determine the level of Spanish reading achievement, then the **ENGLISH READING COMPREHENSION TEST** may be administered to determine the level of English reading comprehension. The scores on the **SPANISH READING COMPREHENSION TEST** and **ENGLISH READING COMPREHENSION TEST**

could then be compared in order to determine the relationship between the two abilities. It would be possible to compare raw scores and determine his levels of bilingualism, or compare the grade level equivalents in order to determine the levels of bilingualism. It is possible to describe a student as being bilingual at the 2.0 grade level, but his Spanish is 3 years higher. It is also possible to say that a student is perfectly bilingual at the 5th grade level.

f. As a **research tool.** This test may be used to examine many different research ideas that are controversial, such as; which bilingual education program teaches English best, or Spanish best; which bilingual education program develops true bilinguals; how much Spanish does a student forget after being in the United States for 3 years, etc. The research potential for the **SPANISH READING COMPREHENSION TEST** is tremendous.

3. **AN EVALUATION INSTRUMENT FOR THOSE UNITED STATES STUDENTS WHO ARE STUDYING SPANISH AND WANT TO COMPARE THEIR SPANISH** reading ability with their friendly neighbors South of the border. Teachers of Spanish at all grade levels from K through adults can now tell their students that they read Spanish as well as the average 4th, 5th, or 10th grader in Mexico. They can suggest to their students that they are ready to venture into Mexico to practice their reading and speaking because they can now read all of the signs, etc. The **SPANISH READING COMPREHENSION TEST** may also be used as a pre and posttest to measure total growth or learning in Spanish. The teachers of Spanish may now say to their students that during this semester they gained four, five, or six months when compared with the students in Mexico.

4. As an instrument to measure a student's degree of reading bilingualism. For most students of Spanish, there is a very close relationship between the ability to read and understand a language, and the ability to speak the language. Please see item 3 above for a further explanation.

5. As an instrument to measure the Spanish reading achievement of the students in the school and to report the information to the school. Achievement is important in whichever language it is learned. Many students have achieved a great deal in their native language, but they are never given credit for that valuable asset, and the school board, parents, teachers, and others don't realize that their children have achieved and have learning

ability and potential. Often schools report an overall reading average which is low, but they have not given the students an opportunity to reflect the achievements gained in their native language. A school should be able to report that their 3rd grade students are functioning at the 3rd grade level in English, **and** at the 2nd grade level in Spanish. Please remember that a special effort must be made with students if they are to achieve at grade level in two languages. It is unrealistic to expect that students will achieve at their grade level in two languages until they have had an opportunity to learn and develop both languages to the same extent that native speakers in both languages have had.

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

MEXICAN EDUCATIONAL SYSTEMS AND BACKGROUND INFORMATION

In Mexico, as in the U.S., most of the schools are very similar, but they have different funding sources. There are:

a. Federal schools, those operated by the Federal Government,
b. State schools, those operated by the state government,
c. Municipal schools, those operated by the municipal governments,
d. Combination schools, those operated by a combination of federal, state, and municipal government,
e. Private schools, those schools operated by private concerns, usually non-religious,
f. Private religious schools, usually operated by the Catholic Church.

The federal government provides the textbooks for **ALL** of the Primaria Schools (elementary) in Mexico. All of the books used at the elementary level are provided **FREE** to all of the students. All elementary or Primaria schools in Mexico use the **SAME** textbooks for reading, math, natural sciences and social sciences. Student workbooks are also provided for most school subjects. Teacher workbooks are provided for the subjects taught in the Primaria, therefore, there is a great similarity of teaching methods. School attendance is compulsory in Mexico through the sixth grade.

For purposes of this study, it was very convenient to find the same curriculum throughout the country used for each grade level, and because I studied the reading textbooks very carefully when selecting the stories to be included in this test, I felt very comfortable and assured that the stories would have the same difficulty level in all parts of the country.

PRIMARIA

School attendance is compulsory at the Primaria level for all Mexican students. All texts are provided free to the students. The subjects taught include reading, mathematics, natural sciences and social sciences. There are approximately thirty to fifty students in each classroom. In most cases, the students must successfully complete tests, usually criterion referenced tests, before they are passed to the next grade. When a student successfully completes a grade, he is given a certificate that indicates his successful completion, and he must show the certificate before he is allowed to continue on to the next grade. If the student does **NOT** successfully complete a grade, then he must repeat the grade. If a student does not complete successfully the second, or repeat year, then he is usually invited to attend night school, or an afternoon school for students who need special help with their learning. **MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.**

SECUNDARIA (Junior High Level)

After a student graduates from the Primaria, he must take an exam in order to qualify for admission into the junior high school. The Secundaria will select as many students as they can accommodate. The selection is accomplished by use of a roster which ranks students from high scores to low. Because of this selection process, there is a wide range of ages in the Secundaria. Some students may work before they continue their education, and others may not be selected the first year they apply and have to wait an additional year before they are admitted into the Secundaria. The courses taught at the Secundaria level usually include Spanish, mathematics, science, social science, shop classes, secretarial courses, and other trade courses, etc. The range of subjects available is often comparable to the selection that students have in the United States.

PREPARATORIA (High School)

After a student graduates from the Secundaria, he again takes an examination in order to qualify for the Preparatoria. The tests are machine scored in the Department of Education in Mexico City, and the scores are returned to the schools. The schools select the students for admittance, again starting with the top scorers and working down the list to include as many students as they are able to accommodate in their schools. At the Preparatoria level, students are required to provide all of their own books and other educational materials. Most of the students studying in the Preparatoria are preparing to attend a university. The students must attend an accredited Preparatoria if they are to be accepted at the university. The Preparatoria curriculum is generally comparable to the wide range of courses offered at any large high school in the United States. The course offerings include a wide range of Spanish courses, from Spanish grammar to Spanish poetry and literature. The humanities include Greek mythology, art appreciation, theatre and music. The sciences include physics, chemistry, astronomy, biology, botany, and geography. The mathematics selections include algebra, geometry, calculus, trigonometry and statistics. The university system, to which these Preparatoria students aspire, generally consists of one major state university in each state.

THE TEACHERS in the Primaria are educated in the normal schools, while the teachers at the Secundaria level have been educated in the normal schools, and also have additional training or classwork in their special subject areas at an advanced level.

There are inspectors from the school administration offices who monitor the classroom instruction at all grade levels. The teachers have regular preservice, inservice, and summer school courses to keep them abreast of advanced techniques, newcurriculum, etc.

The educational system generally follows a European model, and it was not unusual to hear educators refer to visits to European educational programs.

SUGGESTIONS FOR PSYCHOLOGISTS AND EVALUATORS

PSYCHOLOGIST INFORMATION:

ACHIEVEMENT

If the psychologist is evaluating a student in order to determine what a student has achieved in his native language in his native country, then this test should be administered. The psychologist should consider how many years the student spent in the Mexican schools, and what grade the student completed. If the students scores at a level comparable to the grade that he completed, then the student has shown that he is capable of learning at an average rate, and the student does **NOT** have a learning problem, but rather needs the opportunity to learn English in order to continue his education.

BEFORE beginning the testing session with the student, the psychologist should obtain background information about the last grade in school that the student completed, or the last grade that the student attended. This information **MAY** be related to the student's age, but there may be **NO** relationship to the student's age because although the primary school is complusory in Mexico, not all students are able to attend. Most of the students start the first grade at about seven years of age, but many students are not able to begin until they are older than seven. Additionally, there are some students who have attended preschool before they enter the first grade, and they may be even younger than the majority of the students. A few students may not have been able to attend school at all.

The year or grade in school that the student **HAS COMPLETED** is the best indicator of what the student should have learned in the schools. Please ask if the student actually completed the last grade attended, or if the student only attended for a few months, etc. After the psychologist has gathered the appropriate information, he will be better able to interpret the test results. (Please read page 5.)

MENTALLY GIFTED

If the school psychologist is trying to determine the potentially mentally gifted Spanish speaking students, he should gather the educational background information about the student in order to properly evaluate the test results. The test will provide the psychologist with percentile rankings at each grade level, and the psychologist would then be able to identify the top 2% of the students, and then begin processing that information in developing the entire profile for the student.

LEARNING DIFFICULTIES

If the school psychologist is trying to determine if a student has a learning problem or a learning-the-language problem, then this test will be able to provide some additional information. If the psychologist has the school background information for the student, and if the student scores in the bottom quartile on the **SPANISH READING COMPREHENSION TEST**, this may be an indication that the student is having learning problems along with the normal problems related to acquisition of a new language. The psychologist should then determine whether he should deal with the learning problem or the language problem. It may be best to try to teach the student sufficient functional English so that the student will be able to communicate and learn in English, and then to begin to deal with the learning problem.

ADULT SPANISH READING COMPREHENSION

If the psychologist has reason to determine the Spanish reading comprehension level of adults for placement, or for identification for another type of training, then the test should be administered in order to determine at which level the adult is functioning, either for further instruction in his own language or in another language. The test can also be used as a pre and post measure to determine the amount of learning achieved. Teaching adults is particularly rewarding because research shows that; the more the adults learn, the more likely they are to transfer this learning to their children; the more likely they are to be concerned with their children's education; and the more capable they are to assist their children with school. The adults can be rated on the grade level norms that were developed for the students in Grades 1-12.

USAGE WITH BILINGUAL EDUCATION PROGRAMS

If the teacher needs to know the level of achievement of the student for placement into classes where they will be taught Spanish reading comprehension, then the psychologist may want to administer the test in order to determine the actual level of the student's ability to comprehend Spanish, and to determine the grade level for proper placement. If the teacher wants to identify the student's grade level of Spanish reading comprehension, then the psychologist may want to administer this test in order to determine where to begin with the students in a particular grade level. The teacher may want to determine the level of Spanish reading comprehension of the student before the student is placed

into a particular group. The teacher or psychologist will want to administer the test to determine their level of achievement at the beginning of the year, and then to administer the same test at the end of the year in order to determine growth in Spanish reading comprehension.

In bilingual programs, there may be students who are having difficulty with the concepts and ideas being presented. This may be because some students have had more education in Spanish, and are better able to understand the concepts. Some students who are having difficulty in the bilingual education classes may not have had a sufficient background in Spanish instruction.

The test can provide the teacher with the information that indicates how successful the student was with his own language, and in his own culture, and whether the student has limited ability to learn and to grow intellectually. A student who has learned in one country undoubtedly has the potential to learn in another country if he is placed in a learning environment that utilizes his previous learning.

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

TEST DEVELOPMENT:

This test was discussed with Mexican educators who felt that the test could provide them with much valuable information for use in their schools, and they also felt it would be especially valuable to American educators who would be working with students who had completed some, or all, of their education in Mexico. It was agreed that the test should emphasize Spanish reading comprehension because it is such an important skill.

The reading textbooks used in Grade 1 through 6 were selected for the extraction and selection of stories to be included in the test. (It should be noted that the Mexican government provides all of the main reading texts used in Grade 1-6, therefore, **ALL** of the elementary schools in Mexico are using the **SAME** reading textbooks. This becomes most important when determining or assuring that there would be content validity.)

Stories were selected from the beginning, middle, and end of each of the textbooks in Grade 1-6. The stories were then arranged in order of difficulty with the beginning first grade story, then the middle first grade story, etc. Questions were then written for each of the stories. The questions were designed to reflect order of difficulty, with the easiest items being first, etc. As the format for the test items was developed, an effort was made to write the items in a format that could be easily understood by the students. Other tests currently in use in Mexican schools were studied in order to verify that the format would be easily understood by the students.

Throughout the process of test development, Mexican educators were available as consultants, and were eager to offer suggestions and to suggest particular items that should be incorporated into the test. I worked particularly closely with several educators employed directly by the Mexican federal government.

ITEM TRYOUT:

The test items were orginally tried in the state of Baja California. The test results of the original administration were examined very carefully in order to determine that the item had some test value. A biserial correlation was computed for each item so as to insure that the items were correlated with the total score. Only those items that had a biserial correlation of + .25 were included in the test revision.

The item analysis program provided the data to determine the difficulty level of each item, the percent of students giving each option as the answer to each item, the relationship between response to each item and the total score of the test, and the reliability of the test. The item analysis allowed identification of items that were ambiguous, too

easy, too difficult, or otherwise unsuitable. After each trial administration, the test was revised. A final form of the test was developed after three tryout administrations were conducted.

SAMPLE ADMINISTRATION:

In standardizing the test it was administered to students in rural and urban areas. Approximately one-half of the students in the standardization population were from rural areas, and one-half of the students lived in urban areas. The test was administered in the states of Baja California, Sonora, Chihuaha, Coahuila, Nuevo Leon, and the state of San Luis Potosi. The capital cities in each state were included as well as the rural areas. At each school, I would explain the administration procedure to the teachers, who in turn would explain and administer the tests to their students. It generally took about five minutes to explain the directions to the students, thirty minutes to administer the test, and after the test had been completed by each group, the tests would be returned to the school office. Grades one through six were sampled in **EACH** of the schools I visited. This was done in order to insure that there would be a representative sampling of students from the rural and urban areas.

Most of the school principals and administrators were most cooperative and very helpful, because they felt that this instrument would be very helpful to the students who had received some education in Mexico, but who had moved to the United States to complete their education. While the tests were being administered in the classrooms, I generally walked from room to room to insure that the administration was accurate, and that the teachers were staying within the prescribed time limitations.

CONTENT VALIDITY

The Mexican government provides the student and teachers with all textbooks used in the Primaria (elementary school). All students in the first grade in Mexico are using the **SAME** text, all of the students in the second grade in Mexico are using the **SAME** text, etc. Most of the schools are progressing at about the same pace, which means that they are at about the same location in the book at any given date. The commonality of educational materials and curriculum insures the **CONTENT VALIDITY.** A test has content validity if the test items adequately cover the curricular areas that the test is supposed to evaluate. This test, therefore, has content validity.

VALIDITY

Each teacher was asked to rank the students in the class on reading ability, and the test results were compared with the teacher rankings. The Pearson Correlation was computed for each grade level.

The following Pearson correlations are presented by grade-

1st.	+.67
2nd.	+.59
3rd.	+.61
4th	+.63
5th.	+.54
6th.	+.61

The above correlations correspond with the comparison of the teacher rankings of the students on reading ability and the students scoring on the **SPANISH READING COMPREHENSION TEST.**
Many of the teachers had some difficulty with ranking of the students because they wanted to consider grammar and oral reading along with the Spanish reading comprehension. The teachers were asked to rank the students who took the test starting with a rank of 1 for the top student.

RELIABILITY

The Kuder-Richarson Reliability Coefficients for Grades 1-6 are shown below. The table represents odd-even split-half reliability coefficients.

GRADES	K-R RELIABILITY
1	.93
2	.94
3	.90
4	.92
5	.93
6	.93

The following information shows the number of students in the Mexican schools, by grade level, who took the test during the standardization process in Mexico. The standardization was completed in Mexico during January-April 1978.

SPANISH READING COMPREHENSION

GRADE	NUMBER OF STUDENTS
1	441
2	570
3	486
4	684
5	784
6	992

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

INTERPRETATION OF SCORES; NORMS

Raw scores on the **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST**, unless they are being used to compare degrees of bilingualism, have very little meaning in themselves. Raw scores acquire meaning by comparison with the scores of some reference group or groups. Comparison may be made with a series of groups that yield one or more types of norms, such as grade norms, percentile norms, or quartile groupings. These **NORMS** are determined by the scores made by the national sample of pupils tested in the standardization program. Scores on the **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST** may be translated into grade equivalents, percentile ranks, and quartile groupings. All **SPANISH READING COMPREHENSION TEST** and **ENGLISH READING COMPREHENSION TEST** norms are based on the total enrollment in regular classes at each grade level.

GRADE EQUIVALENTS

A grade equivalent indicates the grade placement of pupils for whom a given score is average or typical. For example, if a score of 31 on a test corresponds to a grade equivalent of 4.6, this means that a score of 31 is typical for pupils in the sixth month of grade 4. Grade placements in terms of fractions of the school year can be determined by the use of the following chart. The chart divides the year into ten parts. The chart does not cover the summer months. It is recommended that summer school be considered an extension of the preceding academic year and be treated as .9 in terms of grade placement.

Date of Testing	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Grade Placement:	.0	.1	.2	.3	.4	.5	.6	.7	.8	.9

PERCENTILE RANK

A percentile rank tells the percentage of pupils in a given grade that obtained scores equal to or less than a certain score. For example, if Karla obtains a percentile rank of 60, this means that 60 percent of the pupils in the norm group for a given grade scored equal to or less than Karla. Percentile ranks indicate the relative standing of a pupil in comparison with the norm group. Percentile ranks range from a low of 1 to a high of 99, with 50 always indicating average or typical performance. They are fairly easy to understand and can be easily explained to pupils, parents, and other laymen.

One caution in particular should be kept in mind when using percentile ranks. Percentile ranks tend to be "bunched up" in the middle of the scale and spread out toward the end of the scale. Thus, an increase of a few raw score points might translate into an increase of 20 percentile points in the middle of the scale, and an increase of only 2 percentile points at either end of the scale.

GENERAL DIRECTIONS FOR ADMINISTERING THE SPANISH AND ENGLISH READING COMPREHENSION TESTS

1. Before beginning a test, the examiner should see that the desks are cleared and that each pupil has one or two sharpened pencils. A supply of extra pencils should be at hand.
2. A natural classroom situation should be maintained as far as possible.
3. Provision should be made to insure quiet and freedom from interruptions of any kind. This may be accomplished by posting on the door of the room a sign reading, "Testing. Do Not Disturb."
4. The examiner should make sure that the pupils understand what they are to do in each test and how they are to record their answers. This can be done best by reading the directions verbatim and supplementing with explanations as questions from the pupils indicate need. When doing this, the examiner should never give help on specific test questions, but may clarify the directions.
5. After a test has been started, the examiner should move quietly about the room to see that the instructions are being followed. When they are not, he should make further explanations for the individual pupil, but should not disturb the entire class unless the misunderstanding seems general.
6. The examiner should adhere rigidly to the time limits. A stop watch or a watch with a second hand should be used in order to guarantee a uniformity of time. It is advisable to record on the chalkboard or on notepaper the starting time in hours, and minutes.
7. Every effort must be made to prevent pupils from helping each other. Otherwise a true picture cannot be obtained of the extent of pupil achievement or of difficulties and the reasons for them. Arranging the situation so that pupils cannot copy from each other is better than reminding them constantly that they are not to look at each other's papers.

➢ SPECIFIC ENGLISH DIRECTIONS FOR TEST ADMINISTRATION

TEACHER reads aloud the following which is within "quotes".
(First ask the students to take **EVERYTHING** off their desks except a pencil)

"Today we are going to take a reading comprehension test."

(Distribute one test booklet to each student. Write the date on the chalkboard, then say to the students, "Please put the date on the top of the first page.")

"Please put your name on the line that says **NAME** . . . Write clearly!"

"Put your present grade on the line that says **GRADE OF STUDENT** . . . "

"Put your age on the line that says **AGE OF STUDENTS** . . . "

"Please write the name of our school '. . . . . ' on the next line that says **NAME OF SCHOOL** . . ."

"Please follow along as I read the directions."

(READ ALL OF EXAMPLE NUMBER ONE)

***READ THE INSTRUCTIONS AND THE EXAMPLES**

***EXAMPLE NUMBER ONE:**

Draw a line from the correct word to the picture.

1. Orange
2. Apple
3. Grapes
4. Chair

THEN say "Notice that an arrow has been drawn from the **WORD** apple to the **PICTURE** of the apple, which is the correct choice."

(Continue on . . . Read aloud all of Example Number Two.)

***EXAMPLE NUMBER TWO:**

Read each question and mark ⊗ the correct response.
There are four choices for each question.

What is yellow?

- ○ 1. Radishes.
- ⊗ 2. Bananas.
- ○ 3. Beets.
- ○ 4. Avocados.

THEN SAY, "Notice that an "x" has been placed in front of the word 'bananas' because bananas are yellow. This is how you mark your correct choice."

(**CONTINUE** to the third and final example. **READ ALOUD** to the students all of Example 3.)

***EXAMPLE NUMBER THREE:**

Read the story. For each question there are four choices.
Mark ○ the correct response.

"JIMMY"
The boy's name is Jimmy.
The boy is five years old.
The boy has two brothers.

The boy is:

○ 1. 3 years old.
○ 2. 4 years old.
⊗ 3. 5 years old.
○ 4. 6 years old.

"Notice that an "x" has been placed in front of No. 3, **'5 years old'** which is the correct answer. When you turn the page, you will be answering questions like these three examples."

"Do your best in answering each question in this booklet, although you may not be able to answer all of the questions. Raise your hand if you have any special questions or if you need another pencil. Answer all the questions that you understand, and continue working until I ask you to stop."

"Turn the page and begin."

(Teacher . . . allow the students to work for **ONLY 30** minutes. Then collect the test booklets. Please see the Student Test Information Recording Page)

AFTER THE TEST HAS BEEN STARTED, THE EXAMINER SHOULD MOVE QUIETLY ABOUT THE ROOM TO SEE THAT THE INSTRUCTIONS ARE BEING FOLLOWED. WHEN THEY ARE NOT, PLEASE MAKE FURTHER EXPLANATIONS FOR THE INDIVIDUAL PUPIL. TRY TO AVOID DISTURBING THE ENTIRE CLASS UNLESS THE MISUNDERSTANDING SEEMS GENRAL.

Please refer to the **STUDENT TEST INFORMATION RECORDING PAGE** for information about scoring the tests, then refer to the **TABLE OF GRADE LEVEL EQUIVALENTS** and the appropriate page for **PERCENTILE RANKINGS.**

ENGLISH AND SPANISH TEST ADMINISTRATION DIRECTIONS

The Spanish directions have been written below the English directions to help the test administrator compare the two if needed.

The Spanish directions would be used with monolingual Spanish speaking students. If in doubt, both the Spanish and English directions should be read to the student.

TEACHER reads aloud the following which is within "quotes".
(First ask the students to take **EVERYTHING** off their desks except a pencil)

"Today we are going to take a reading comprehension test."
(Hoy vamos a tomar un examen de comprensión de lectura.")

(Distribute one test booklet to each student. Write the date on the chalkboard, then say to the students, "Please put the date on the top of the first page.")
"Pongan la fecha arriba en la primera página."

"Please put your name on the line that says **NAME** . . . Write clearly!"
*"Por favor pongan su nombre en la linea que dice **NOMBRE** . . . ¡escriban claro!"*

"Put your present grade on the line that says **GRADE OF STUDENT** . . ."
*"Pongan su grado en la linea que dice **GRADO DEL ALUMNO** . . ."*

"Put your age on the line that says **AGE OF STUDENT** . . ."
*"Pongan su edad en la linea que dice **EDAD DEL ALUMNO** . . ."*

"Please write the name of our school " . . . . . ." on the next line that says **NAME OF SCHOOL** . . ."
*Por favor escriban el nombre de nuestra escuela ' . . . . . ' en la siguiente linea que dice **NOMBRE DE LA ESCUELA** . . ."*

"Please follow along as I read the directions."
"Por Favor sigan conmigo mientras que leo las instrucciones."

(READ ALL OF EXAMPLE NUMBER ONE)

***READ THE INSTUCTIONS AND THE EXAMPLES**

***EXAMPLE NUMBER ONE:**

Draw a line from the correct word to the picture.

1. Orange
2. Apple
3. Grapes
4. Chair

THEN say, "Notice that an arrow has been drawn from the **WORD** apple to the **PICTURE** of the apple, which is the correct choice."

LEE LAS INSTRUCCIONES Y LOS EJEMPLOS.

EJEMPLO NUMERO UNO:

Pon una linea del nombre al dibujo.

1. *Naranja*
2. *Manzana*
3. *Uvas*
4. *Silla*

***LUEGO** decir, "Dense cuenta que hay una flecha de la palabra manzana al dibujo de la manzana, la cual es la respuesta correcta."*

(Continue on . . . Read aloud all of Example Number two.)

***EXAMPLE NUMBER TWO:**

Read each question and mark ⊗ the correct response.
There are four choices for each question.

What is yellow?

○ 1. Radishes
⊗ 2. Bananas
○ 3. Beets
○ 4. Avocados

THEN SAY, "Notice that an "x" has been placed in front of the word 'bananas' because bananas are yellow. This is how you mark your correct choice."

****EJEMPLO NUMERO DOS***

Lee cada pregunta y marca ⊗ la respuesta correcta.
En cada pregunta hay cuatro respuestas.

Son amarillos:

○ *1. los rábanos*
⊗ *2. los plátanos*
○ *3. las remolacha*
○ *4. los aguacates*

***LUEGO DECIR,** "Dense cuenta que hay una "x" marcada en frente de la palabra 'plátano' porque es amarillo. Asi es como marcarán ustedes la respuesta correcta."*

(**CONTINUE** to the third and final example. **READ ALOUD** to the students all of Example 3.)

***EXAMPLE NUMBER THREE:**

Read the story. For each question there are four choices.
Mark ⊗ the correct response.

"JIMMY"
The boy's name is Jimmy.
The boy is five years old.
The boy has two brothers.

The boy is:

○ 1. 3 years old.
○ 2. 4 years old.
⊗ 3. 5 years old.
○ 4. 6 years old.

"Notice that an "x" has been placed in front of No. 3, **"5 years old"** which is the correct answer. When you turn the page, you will be answering questions like these three examples."

*EJEMPLO NUMERO TRES

Le la historia, en cada pregunta hay cuatro respuestas.
Marca ⊗ la respuesta correcta.

"JUAN"
El niño se llama Juan.
El niño tiene 5 años.
El niño tiene 2 hermanos.

El niño tiene:
- ○ 1. *3 años*
- ○ 2. *4 años*
- ⊗ 3. *5 años*
- ○ 4. *6 años.*

Dense cuenta que una "x" está mercada en frente del No. 3, "5 años", que es la respuesta correcta. Cuando le den vuelta a la página, ustedes contestarán preguntas como estar tres ejemplos."

"Do your best in answering each question in this booklet, although you may not be able to answer all of the questions. Raise your hand if you have any special questions or if you need another pencil. Answer all the questions that you understand, and continue working until I ask you to stop."
"Traten de contestar cada pregunta en este folleto, aungue no puedan contestarles todos. Levanten la mano si tienen preguntas especiales o si necesitan otro lápiz. Contesten todas las preguntas que puedan entender, y continuen trabajando hasta que yo les pida que paren."

"Turn the page and begin."
"Denle vuelta a la página y pueden empezar."

(Teacher . . . allow the students to work for **ONLY 30** minutes. Then collect the test booklets. Please see the Student Test Information Recording Page)

AFTER THE TEST HAS BEEN STARTED, THE EXAMINER SHOULD MOVE QUIETLY ABOUT THE ROOM TO SEE THAT THE INSTRUCTIONS ARE BEING FOLLOWED. WHEN THEY ARE NOT, PLEASE MAKE FURTHER EXPLANATIONS FOR THE INDIVIDUAL PUPIL. TRY TO AVOID DISTURBING THE ENTIRE CLASS UNLESS THE MISUNDERSTANDING SEEMS GENERAL.

Please refer to the **STUDENT TEST INFORMATION RECORDING PAGE** for information about scoring the tests, then refer to the **TABLE OF GRADE LEVEL EQUIVALENTS** and the appropriate page for **PERCENTILE RANKINGS.**

➤ DIRECTIONS FOR THE ADMINISTRATION OF THIS TEST TO 1st GRADERS

After the teacher has read all of the directions to the 1st grade students, then the teacher should read the 1st question and the choices to the students, let the students select the answer of their choice. Repeat the same procedure for items 2 through 7. Then allow the students 5 minutes in order to complete as many other questions as they are capable of understanding. At the first grade the test should be terminated when the teacher feels that the students have reached their maximum level of understanding.

STUDENT EXPECTATIONS

Very few students will complete this test within the allocated time limit because the test has a high ceiling in order to measure the achievement of the high achieving students. Most of the students will be able to achieve the number of items correct that are **expected** for their **grade level.** Please become familiar with the norms for your particular grade level before you administer the test in order that you will have realistic expectations for your students.

TIME FACTORS

This test has time limits in order to insure that the students will not become bored with the test-taking exercise. Time limits insure that the students will not become fatigued while taking the test, but the students will be as fresh as possible when they are taking the test. The time limits will allow the average student to succeed on most of the items written for his grade level.

SPANISH READING COMPREHENSION
> GRADE LEVEL EQUIVALENTS

The grade level equivalents were developed in Mexico using the Mexican curriculum and Mexican schools.

Spanish Reading Comprehension Test Raw Score	Grade Level Equivalents Based on Mexican Schools
73	↑
72	
71	
70	
69	
68	
67	
66	
65	
64	
63	
62	
61	
60	
59	
58	
57	above 6.9
56	6.9
55	6.9
54	6.9
53	6.8
52	6.8
51	6.8
50	6.7
49	6.7
48	6.7
47	6.6
46	6.6
45	6.3
44	6.1
43	5.9
42	5.7
41	5.6
40	5.4
39	5.3
38	5.0
37	4.8
36	4.6
35	4.5
34	4.3
33	4.1
32	4.0

Spanish Reading Comprehension Test Raw Score	Grade Level Equivalents Based on Mexican Schools
31	3.9
30	3.8
29	3.7
28	3.6
27	3.5
26	3.3
25	3.1
24	3.0
23	2.9
22	2.8
21	2.7
20	2.6
19	2.5
18	2.4
17	2.2
16	2.1
15	2.0
14	1.9
13	1.9
12	1.8
11	1.8
10	1.7
9	1.6
8	1.6
7	1.5
6	1.4
5	1.3
4	1.2
3	1.1
2	1.1
1	1.0

(Please refer to the page that reflects the %ile rankings for your grade level.)

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 1

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools
73	99 %ILE
72	
71	
70	
69	
68	
67	
66	
65	
64	
63	
62	
61	
60	
59	
58	
57	
56	
55	
54	
53	
52	
51	
50	
49	
48	
47	
46	
45	
44	
43	
42	
41	
40	
39	
38	
37	
36	
35	
34	
33	
32	
31	
30	
29	
28	
27	
26	
25	
24	
23	
22	
21	
20	
19	
18	
17	99 %ILE
16	94.56
15	90.48 TOP QUARTILE
14	88.44
13	82.30
12	75.50
11	71.40
10	67.30
9	59.10 3RD QUARTILE
8	54.40
7	52.30
6	39.40
5	35.50 2ND QUARTILE
4	25.10
3	19.70
2	10.20 BOTTOM QUARTILE
1	6.80
0	1 %ILE

SPANISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 2

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
73	99 %ILE	
72		
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60		
59		
58		
57		
56		
55		
54		
53		
52		
51		
50		
49		
48	99 %ILE	
47	98.6	
46	98.2	
45	96.8	
44	95.8	TOP QUARTILE
43	95.4	
42	95.1	
41	94.7	
40	93.7	
39	93.3	
38	92.3	
37	90.9	
36	89.5	
35	89.1	
34	87.4	
33	85.6	
32	84.2	
31	81.4	
30	77.5	
29	77.2	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
28	74.7	
27	70.5	
26	69.1	
25	66.0	3RD QUARTILE
24	64.6	
23	62.8	
22	59.3	
21	53.3	
20	48.8	
19	45.6	
18	42.5	
17	37.9	
16	35.8	2ND QUARTILE
15	33.7	
14	30.5	
13	27.4	
12	25.6	
11	23.9	
10	21.1	
9	18.2	
8	15.4	
7	15.0	
6	13.3	BOTTOM QUARTILE
5	10.9	
4	9.1	
3	8.1	
2	3.2	
1	2.8	

SPANISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 3

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
73	99 %ILE	
72		
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60		
59		
58		
57		
56		
55		
54		
53		
52		
51		
50	99 %ILE	
49	98.4	
48	98.0	
47	97.9	
46	97.1	
45	96.3	
44	95.9	
43	94.2	
42	93.4	TOP QUARTILE
41	92.2	
40	90.9	
39	90.1	
38	86.8	
37	82.3	
36	79.8	
35	77.0	
34	76.1	
33	71.2	
32	67.5	
31	63.4	3RD QUARTILE
30	59.3	
29	57.6	
28	51.9	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
27	47.7	
26	43.6	
25	38.3	2ND QUARTILE
24	33.7	
23	30.0	
22	25.5	
21	23.0	
20	18.5	
19	14.4	
18	11.9	
17	8.2	
16	6.6	
15	5.8	
14	4.9	BOTTOM QUARTILE
13	4.1	
12	4.1	
11	4.1	
10	3.3	
9	2.1	
8	1.6	
7	1.0	
6	BELOW 1 %ILE	
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 4

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
73	99 %ILE	
72		
71		
70		
69		
68		
67	99 %ILE	
66	98.5	
65	98.2	
64	97.9	
63	97.6	
62	97.0	
61	96.7	
60	96.4	
59	96.2	
58	95.3	
57	94.4	
56	93.5	
55	92.4	TOP QUARTILE
54	91.2	
53	89.7	
52	89.1	
51	88.0	
50	86.8	
49	85.6	
48	83.9	
47	82.4	
46	80.7	
45	79.2	
44	77.7	
43	76.3	
42	74.8	
41	73.6	
40	71.6	
39	68.4	
38	65.7	3RD QUARTILE
37	62.2	
36	57.6	
35	52.6	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
34	47.0	
33	42.6	
32	38.6	2ND QUARTILE
31	35.0	
30	29.5	
29	26.6	
28	21.9	
27	18.7	
26	16.0	
25	13.4	
24	11.4	
23	8.7	
22	6.7	
21	5.8	BOTTOM QUARTILE
20	4.9	
19	3.8	
18	3.2	
17	2.9	
16	2.3	
15	1.1	
14	1.0	
13		BELOW 1 %ILE
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 5

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
73	99 %ILE	
72		
71		
70		
69	99.0	
68	99.0	
67	98.7	
66	98.2	
65	97.4	
64	96.7	
63	95.9	
62	95.4	
61	94.9	
60	94.1	
59	93.4	
58	92.1	
57	90.3	TOP QUARTILE
56	89.3	
55	87.2	
54	85.2	
53	81.9	
52	80.6	
51	78.3	
50	76.3	
49	74.2	
48	68.9	
47	67.6	
46	63.5	
45	59.9	3RD QUARTILE
44	57.4	
43	54.6	
42	52.3	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
41	49.7	
40	46.4	
39	44.1	
38	42.1	
37	38.5	2ND QUARTILE
36	34.4	
35	31.4	
34	29.1	
33	28.1	
32	25.8	
31	24.0	
30	20.7	
29	18.6	
28	16.1	
27	13.3	
26	11.7	
25	9.4	
24	7.7	
23	6.6	
22	5.4	
21	4.8	
20	4.1	BOTTOM QUARTILE
19	3.1	
18	2.8	
17	2.0	
16	2.0	
15	1.0	
14	1.0	
13	1.0	
12	1.0	
11	BELOW 1 %ILE	
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 6

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
73	99 %ILE	
72		
71		
70		
69	99.0	
68	98.6	
67	97.6	
66	96.4	
65	94.8	
64	93.5	
63	91.7	
62	90.3	TOP QUARTILE
61	88.3	
60	87.1	
59	84.1	
58	82.9	
57	79.8	
56	77.6	
55	75.6	
54	73.0	
53	70.8	
52	68.5	
51	65.3	
50	62.7	3RD QUARTILE
49	58.9	
48	55.8	
47	52.8	
46	51.4	
45	49.4	
44	47.2	
43	44.0	
42	40.5	2ND QUARTILE
41	38.3	
40	35.3	
39	30.8	
38	27.8	
37	24.0	
36	22.0	
35	18.5	
34	16.3	
33	14.1	
32	11.9	
31	9.7	
30	8.3	
29	6.5	
28	5.2	
27	4.4	
26	3.6	
25	2.8	
24	2.2	BOTTOM QUARTILE
23	2.0	
22	1.8	
21	1.0	
20	1.0	
19	1.0	
18	1.0	
17	1.0	
16	1.0	
15	1.0	
14	1.0	
13	BELOW 1 %ILE	
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

ENGLISH GRADE LEVEL EQUIVALENTS AND PERCENTILE RANKS

The **ENGLISH READING COMPREHENSION TEST** was translated from the **SPANISH READING COMPREHENSION TEST**, then it was administered to American students in Grades 2 to 5. Grade One was not used in the United States because time did not permit the training of first grade teachers for the test administration. The grade level equivalents for first grade were extrapolated. The test was administered in the United States. In California, Illinois, Arizona, New Mexico, New York and Colorado. The schools that were used in this study were selected to represent different parts of the United States, and all of the students who were tested were fluent English speakers.

The grade level equivalents and percentile ranks are almost identical between the Mexican and American schools. It should be emphasized that most of the Mexican students do not attend Kindergarten, but begin their education with the first grade.

The validity and reliability coefficients were not computed with the students in the United States because time did not allow it.

Below is the number of students in each of the different grade levels who participated in the testing:

GRADE	NUMBER OF STUDENTS
2	348
3	354
4	378
5	256
6	366

The ENGLISH READING COMPREHENSION TESTS were administered in the United States, then the percentile ranks were computed for Grades 2 - 6. The Percentile Ranks are reported on the following pages.

PLEASE REMEMBER THAT BILINGUALISM MAY BE MEASURED BY COMPARING THE RAW SCORES ON THE SPANISH READING COMPREHENSION TEST WITH THE RAW SCORES ON THE ENGLISH READING COMPREHENSION TEST, OR YOU MAY WANT TO COMPARE THE GRADE LEVEL EQUIVALENTS AND THE PERCENTILE RANKS.

ENGLISH READING COMPREHENSION
> GRADE LEVEL EQUIVALENTS

The grade level equivalents were developed in America.

Please refer to the page that reflects the %ile rankings for your grade level.)

English Reading Comprehension Test Raw Score	Grade Level Equivalents Based on American Schools
73	
72	
71	
70	
69	
68	
67	
66	
65	
64	
63	
62	
61	
60	
59	
58	
57	6.9
56	6.9
55	6.9
54	6.9
53	6.9
52	6.9
51	6.9
50	6.9
49	6.9
48	6.9
47	6.7
46	6.5
45	6.3
44	6.1
43	5.9
42	5.7
41	5.5
40	5.1
39	5.0
38	4.9
37	4.8

English Reading Comprehension Test Raw Score	Grade Level Equivalents Based on American Schools
36	4.8
35	4.6
34	4.5
33	4.3
32	4.1
31	4.0
30	3.9
29	3.7
28	3.5
27	3.3
26	3.1
25	3.0
24	2.9
23	2.8
22	2.8
21	2.7
20	2.6
19	2.5
18	2.4
17	2.2
16	2.1
15	2.0
14	1.9
13	1.9
12	1.8
11	1.8
10	1.7
9	1.6
8	1.6
7	1.5
6	1.4
5	1.3
4	1.2
3	1.1
2	1.1
1	1.0

ENGLISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 2

(Please read the explanation of percentile ranks in this manual)

n = 348 (2nd grade)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60		
59		
58		
57	99.0	
56	98.9	
55	98.3	
54	97.8	
53	97.2	
52	96.6	
51	96.1	
50	96.1	
49	96.1	
48	95.5	
47	95.0	
46	93.9	
45	93.9	
44	92.7	
43	92.7	TOP QUARTILE
42	92.2	
41	92.2	
40	91.1	
39	89.9	
38	89.4	
37	88.8	
36	87.7	
35	83.2	
34	82.7	
33	81.0	
32	78.8	
31	78.2	
30	76.5	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
29	72.1	
28	68.7	
27	65.4	
26	62.0	3RD QUARTILE
25	58.7	
24	53.1	
23	49.7	
22	48.6	
21	44.7	
20	41.9	
19	39.1	2ND QUARTILE
18	34.6	
17	31.8	
16	26.8	
15	21.8	
14	20.1	
13	18.4	
12	15.1	
11	12.3	
10	11.2	
9	9.5	
8	7.3	BOTTOM QUARTILE
7	5.6	
6	4.5	
5	3.9	
4	2.2	
3	1.1	
2	1.1	
1	.6	

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 3

(Please read the explanation of percentile ranks in this manual)

n = 354 (3rd grade)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60	99.0	
59	98.9	
58	98.0	
57	98.0	
56	98.0	
55	98.0	
54	97.6	
53	97.2	
52	97.2	
51	96.6	
50	96.0	
49	95.5	
48	93.8	
47	92.7	
46	91.5	
45	90.4	
44	88.7	TOP QUARTILE
43	86.4	
42	84.2	
41	82.5	
40	81.9	
39	81.4	
38	77.4	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
37	72.3	
36	70.1	
35	66.7	
34	62.7	
33	59.9	3RD QUARTILE
32	58.2	
31	55.9	
30	52.5	
29	49.7	
28	48.0	
27	44.6	
26	39.0	
25	36.2	2ND QUARTILE
24	32.2	
23	29.4	
22	27.1	
21	24.9	
20	21.5	
19	18.1	
18	15.8	
17	15.3	
16	14.1	
15	11.3	
14	9.3	
13	7.3	
12	5.6	
11	5.6	
10	4.0	BOTTOM QUARTILE
9	4.0	
8	3.4	
7	1.6	
6	1.6	
5	.6	
4	.6	
3	.6	
2	.6	
1	.6	

ENGLISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 4

(Please read the explanation of percentile ranks in this manual)

n = 378 (4th grade)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
71		
70		
69	98.9	
68	98.4	
67	98.4	
66	97.9	
65	96.8	
64	96.8	
63	96.3	
62	96.3	
61	96.3	
60	95.0	
50	94.7	
58	93.1	TOP QUARTILE
57	92.1	
56	89.4	
55	87.8	
54	85.7	
53	84.1	
52	82.5	
51	81.0	
50	79.4	
49	77.2	
48	76.7	
47	71.4	
46	69.8	
45	67.7	
44	65.1	
43	61.4	
42	58.2	3RD QUARTILE
41	56.1	
40	52.4	
39	50.3	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
38	47.6	
37	43.9	
36	38.4	
35	32.3	
34	29.1	2ND QUARTILE
33	27.5	
32	27.0	
31	23.3	
30	21.7	
29	19.6	
28	17.5	
27	15.9	
26	12.7	
25	10.6	
24	10.1	
23	9.5	
22	8.5	
21	7.4	BOTTOM QUARTILE
20	6.3	
19	4.8	
18	4.8	
17	3.7	
16	2.1	
15	1.6	
14	1.1	
13	1.1	
12	BELOW 1%ILE	
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

ENGLISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 5

(Please read the explanation of percentile ranks in this manual)

n = 258 (5th grade)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
71	99.0	
70	99.0	
69	99.0	
68	97.7	
67	96.9	
66	96.1	
65	95.3	
64	94.0	
63	92.2	
62	91.4	
61	91.4	
60	90.6	
59	89.8	TOP QUARTILE
58	88.3	
57	87.0	
56	85.9	
55	85.2	
54	83.6	
53	81.3	
52	80.5	
51	77.0	
50	75.8	
49	71.2	
48	67.2	
47	67.2	
46	64.1	
45	61.7	3RD QUARTILE
44	59.4	
43	57.8	
42	53.9	
41	52.3	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
40	49.2	
39	47.7	
38	46.1	
37	43.0	
36	39.1	
35	33.6	2ND QUARTILE
34	30.5	
33	28.9	
32	27.3	
31	22.7	
30	17.2	
29	13.3	
28	9.4	
27	6.3	
26	5.5	
25	3.9	BOTTOM QUARTILE
24	3.0	
23	2.5	
22	2.0	
21	1.6	
20	1.0	
19	BELOW 1%ILE	
18		
17		
16		
15		
14		
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12		
11		
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7		
6		
5		
4		
3		
2		
1		

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 6

(Please read the explanation of percentile ranks in this manual)

n = 366 (6th grade)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
71	99.0	
70	99.0	
69	97.8	
68	97.8	
67	96.7	
66	93.4	
65	93.4	
64	90.7	
63	87.4	TOP QUARTILE
62	85.2	
61	82.5	
60	80.9	
59	78.7	
58	78.1	
57	76.5	
56	72.7	
55	70.5	
54	68.9	
53	66.7	
52	64.5	
51	61.2	3RD QUARTILE
50	57.9	
49	56.3	
48	50.8	
47	49.2	
46	47.0	
45	45.4	
44	41.0	
43	37.7	
42	35.5	2ND QUARTILE
41	33.9	
40	30.6	
39	29.0	
38	25.1	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
37	21.9	
36	20.8	
35	19.1	
34	16.9	
33	14.8	
32	13.1	
31	10.9	
30	7.7	
29	6.6	
28	5.5	
27	4.9	
26	4.9	BOTTOM QUARTILE
25	3.8	
24	3.3	
23	2.7	
22	2.7	
21	2.7	
20	2.2	
19	1.5	
18	1.0	
17	BELOW 1%ILE	
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

ABOUT THE AUTHOR . . .

Dr. Steve Moreno earned his doctorate from the University of Northern Colorado in 1967, with a major in School Psychology and Psychological Testing, and a minor in Special Education. His doctoral dissertation was the complete development of a personality test based on the overt behavior of students.

Dr. Moreno has previously developed a widely used test that measures Oral English Proficiency and Oral Spanish Proficiency. These tests have been adopted for school use in many states. A Quick Language Assessment Inventory recently added also enjoys wide usage in many school districts.

Dr. Moreno has worked as an elementary school teacher, a school psychologist for grades K to adult, a university professor, and as an evaluation consultant to many school districts. He is a member of numerous professional organizations, and has been a practicing school psychologist for the past ten years. He has a lifetime school psychologist credential, and is presently a full professor in the School of Education at San Diego State University.

He has also written a widely accepted series of eleven bilingual parent education booklets that are being used extensively throughout the United States. Dr. Moreno was born and raised in a bilingual Spanish speaking home in Colorado, and he is bilingual and bicultural. He has also traveled extensively in the United States and Mexico.

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ENGLISH READING COMPREHENSION

Grades 1 - 6

Raw Score _____

G.E. _____

%ile _____

Date _____

Name of Student _____

Grade of Student _____

Age of Student _____

Name of School _____

***READ THE INSTRUCTIONS AND THE EXAMPLES**

***EXAMPLE NUMBER ONE:**

Draw a line from the correct word to the picture.

1. Orange
2. Apple
3. Grapes
4. Chair

***EXAMPLE NUMBER TWO:**

Read each question and mark ⊗ the correct response.
There are four choices for each question.

What is yellow?

- ○ 1. Radishes
- ⊗ 2. Bananas
- ○ 3. Beets
- ○ 4. Avocados

***EXAMPLE NUMBER THREE:**

Read the story. For each question there are four choices.
Mark ⊠ the correct response.

"JIMMY"

The boy's name is Jimmy.
The boy is five years old.
The boy has two brothers.

The boy is:

- ○ 1. 3 years old.
- ○ 2. 4 years old.
- ⊗ 3. 5 years old.
- ○ 4. 6 years old.

ANSWER ALL THE QUESTIONS THAT YOU CAN UNDERSTAND.

(Turn the page and begin) ⟶

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DRAW A LINE FROM THE CORRECT WORD TO THE PICTURE.

1. 1. Grapes
   2. Oranges
   3. Corn
   4. Apples

---

2. 1. Coconuts
   2. Apples
   3. Bananas
   4. Oranges

---

3. 1. Duck
   2. Dog
   3. Bird
   4. Chicken

READ EACH QUESTION and mark ⊗ the correct response. For each question there are four choices.

4. The color of bananas is:
   - ○ 1. blue.
   - ○ 2. black.
   - ○ 3. yellow.
   - ○ 4. red.

5. How many legs does a cat have?
   - ○ 1. One
   - ○ 2. Two
   - ○ 3. Three
   - ○ 4. Four

READ THE STORY. For each question there are four choices. Mark ⊗ the correct one.

"THE PARK"

The park is green.
The park has happy people.
The park is pretty because it belongs to everyone.

6. What is green?
   - ○ 1. The bull
   - ○ 2. The horse
   - ○ 3. The park
   - ○ 4. The sun

7. What belongs to everyone?
   - ○ 1. The park
   - ○ 2. The cow
   - ○ 3. The bull
   - ○ 4. The horse

READ THE STORY. For each question there are four choices. Mark ⊗ the correct answer.

"THE CLOCK"

At one the moon comes out. At two the clock sounds. At three he limps. At four I jump. At five I jump again. At six you don't see me. At seven get up and leave. At eight have a biscuit.

8. What happens at one?
   - ○ 1. I jump.
   - ○ 2. I go to eat.
   - ○ 3. The moon comes out.
   - ○ 4. The clock sounds.

9. What happens at three?
   - ○ 1. He limps.
   - ○ 2. I jump.
   - ○ 3. I go to eat.
   - ○ 4. The clock sounds.

10. The story is about:
    - ○ 1. An animal.
    - ○ 2. A shoe.
    - ○ 3. A month.
    - ○ 4. A clock.

READ THE STORY. Mark ⊗ the correct answer.

"TARZAN"

In my school we had a party the other day. There was a play and my friend Ralph dressed up as Tarzan. We also had some competitions of drawings and paintings. My drawing did not turn out very well. Ralph's picture of Tarzan was the best. That is why they chose to hang it in front, up on the blackboard.

11. At school they had:
    - ○ 1. Food.
    - ○ 2. A party.
    - ○ 3. A circus.
    - ○ 4. Animals.

12. Ralph dressed up as:
    - ○ 1. Mars Man.
    - ○ 2. Daniel Boone.
    - ○ 3. Superman.
    - ○ 4. Tarzan.

13. The best drawing was made by:
    - ○ 1. Connie.
    - ○ 2. Ralph.
    - ○ 3. Bobby.
    - ○ 4. Tarzan.

14. Ralph's picture was up on the:
    - ○ 1. blackboard.
    - ○ 2. drawing.
    - ○ 3. dress.
    - ○ 4. school.

(CONTINUE)

READ THE STORY. Mark ⊗ the correct answer.

"THE MARKET"

We went to the market to buy fruit. I wanted strawberries, but my mother said that bananas were better because strawberries were very expensive. When we passed by the flowers, my mother wanted some very pretty gladiolus, but they were also very expensive. Later we went home and ate lunch. In the afternoon we went to the circus.

15. Mother said that we should buy bananas because:
    - ○ 1. strawberries were very expensive.
    - ○ 2. strawberries were very cheap.
    - ○ 3. bananas were very expensive.
    - ○ 4. they did not want bananas.

16. Where did they go in the afternoon?
    - ○ 1. They went to the market.
    - ○ 2. They went to the circus.
    - ○ 3. They stayed at home.
    - ○ 4. They went to the park.

17. The gladiolus:
    - ○ 1. were cheap.
    - ○ 2. were very cheap.
    - ○ 3. were not expensive.
    - ○ 4. were very expensive.

18. In the market, they bought:
    - ○ 1. only bananas.
    - ○ 2. gladiolus and fruit.
    - ○ 3. fruit, gladiolus and bananas.
    - ○ 4. apples and bananas.

"THE MONKEY"

There was a very funny little monkey. His hair was of a light color, almost pink. That is why they called him "the pink monkey". He lived with his family among the branches of a very big tree in the heart of the jungle. He was as happy as a child, and he only thought of jumping from branch to branch, of running after butterflies, of looking for nests and of eating green fruit. But above all things he liked to imitate what men did. One day, while following a yellow butterfly, he came to where the forest ended, and he saw a young man seated beneath a tree smoking a pipe.

19. The young man was:
    - ○ 1. working in the garden.
    - ○ 2. talking to other young men.
    - ○ 3. studying a book.
    - ○ 4. smoking a pipe.

20. The little monkey was:
    - ○ 1. like a happy child.
    - ○ 2. in a bad mood.
    - ○ 3. like a butterfly.
    - ○ 4. a worker.

21. The little monkey liked above all to:
    - ○ 1. eat butterflies.
    - ○ 2. imitate men.
    - ○ 3. jump from branch to branch.
    - ○ 4. eat green fruit.

22. The little monkey liked to:
    - ○ 1. talk and work.
    - ○ 2. read and work.
    - ○ 3. play and eat.
    - ○ 4. sit down and sleep.

READ THE STORY. Mark ⊗ the correct answer.

"THE STUBBORN LITTLE GOATS"

There was once a little boy who had to take care of five little goats. Very early he would take them out of the corral and take them to the pasture. When it got dark, he would come back home with them. One afternoon the little goats did not want to go to sleep. The boy tried to make them walk, but the little goats would not move. Already tired, the boy sat down on a rock and started to cry. He was afraid that his father would punish him for taking so long. Awhile later a rabbit passed by and asked him, "Boy, why are you crying?" "I cry because the little goats do not want to walk, and if I take long, my father will punish me."

23. Why was the boy afraid?
    - ○ 1. Because the little goats did not eat.
    - ○ 2. Because he was hungry.
    - ○ 3. Because his father would punish him.
    - ○ 4. Because he forgot his books.

24. The little goats did not want to:
    - ○ 1. eat or work.
    - ○ 2. drink water or eat fruit.
    - ○ 3. go and eat their food.
    - ○ 4. sleep nor walk.

25. The boy talked to:
    - ○ 1. his mom and dad.
    - ○ 2. a rabbit.
    - ○ 3. his goats and his father.
    - ○ 4. his uncle and aunt.

26. The story is about:
    - ○ 1. walking, eating and talking.
    - ○ 2. a father who is working hard.
    - ○ 3. goats, a boy, and a rabbit.
    - ○ 4. the animals of the forest.

27. The boy wanted:
    - ○ 1. to take the little goats home.
    - ○ 2. to talk to his animals.
    - ○ 3. to work with the goats.
    - ○ 4. to cry for the little goats.

(TURN THE PAGE AND CONTINUE)→

READ THE STORY. Mark ⊗ the correct answer.

"LUPI, THE GOOD WOLF"

It was a great day for Lupi, the good wolf, because the circus had arrived. Lupi liked the circus more than his favorite food — spinach with milk. But there was a little problem. Lupi did not have money to buy his ticket to go to the circus. "That is easy," he said, "I will work to buy my ticket." He went running to the owner of the circus to ask for a job. "I will give you a job," said the owner. "You can take care of feeding the elephants." "Wow, how big they are! They must eat tons and more tons of meat . . . and another ton of dessert. I will prepare my favorite dishes for them." The elephants started to eat as though they had not eaten in all their lives. But suddenly they became ill.

28. It was a great day for Lupi, because:
    - ○ 1. he was sick and wanted to eat.
    - ○ 2. he got married at home.
    - ○ 3. he was eating his favorite dishes.
    - ○ 4. the circus had arrived.

29. Lupi, the good wolf, wanted money to:
    - ○ 1. buy shoes for his children.
    - ○ 2. buy his ticket to the circus.
    - ○ 3. buy a house for his family.
    - ○ 4. buy clothes for his mother.

30. Lupi prepared for the elephants:
    - ○ 1. many meat tacos.
    - ○ 2. his favorite dishes.
    - ○ 3. tons of fruit and meat.
    - ○ 4. tons of milk and dessert.

31. The elephants:
    - ○ 1. ate the wolf.
    - ○ 2. did not eat the food.
    - ○ 3. did not like the food.
    - ○ 4. got sick after eating the food.

"THE PLANTING"

I do not have the words to describe the beauty of planting time. The young men go barefooted through the rows. They carry sacks of seeds hanging from their shoulders like a hammock. With measured steps they throw the seeds and cover them with soil with their feet. The workers seem to be absorbed in thought as to a slow and ancient dance. The young men, centered in their own thoughts, forget their songs, their sayings and jokes. Upon returning home, I came back slowly, solemnly, without hurrying the horse at all, as if all of my hopes, and the best of myself, would stay deposited in the earth. Before mounting my horse, I put some grains in the furrow. I noticed where I put them. Let's see if I have a good planter's hand.

32. He put some grains in the furrow.
    - ○ 1. to see if he could remember the seeds.
    - ○ 2. to see if he was a good planter.
    - ○ 3. to help his horse.
    - ○ 4. because he did not want to work.

33. They forget their songs:
    - ○ 1. because they have not studied.
    - ○ 2. because they did not want to sing.
    - ○ 3. because they do not sing alone.
    - ○ 4. because they were dedicated to the work.

34. He thought that he himself stayed deposited in the earth, because:
    - ○ 1. he was dedicated to his work.
    - ○ 2. he left his shirt in the furrows.
    - ○ 3. he did not want to work.
    - ○ 4. he had a great horse.

35. Upon returning home:
    - ○ 1. he became sick.
    - ○ 2. he came back fast.
    - ○ 3. he came back slowly.
    - ○ 4. he had a lot of money.

"THE MOUNTAIN"

Today we got up very early. My brothers and I are going on a mountain excursion. Mother prepared some sandwiches, which we will keep in our knapsacks, together with our jackets in case it gets cold. Happy, and with our knapsacks on our backs, we begin to climb. At first it is very easy, but gradually the climb becomes more and more difficult. Sometimes we make a stop in order to rest. We do it mainly for Greta who, because of the strain, has some color in her cheeks. She says she is not tired, but you can easily see that it is not true. Sure she wants to make us believe that she can keep up with us, the older ones, so that we will not leave her home when we go on our next excursion. When we get half-way up, we will rest and look for a comfortable place to have lunch before we start to go back.

36. Greta said she was not tired because:
    - ○ 1. she wanted to come along next time, too.
    - ○ 2. she was not ready to eat.
    - ○ 3. she wanted to work.
    - ○ 4. she did not want to stop and talk.

37. They left very early because:
    - ○ 1. they need a lot of time to sleep.
    - ○ 2. Greta is not going to walk.
    - ○ 3. they wanted a lot of time to walk.
    - ○ 4. they need very little time to walk.

38. The knapsack is:
- ○ 1. to prepare for the excursion.
- ○ 2. to use to walk and talk.
- ○ 3. to make the children warmer.
- ○ 4. to keep the foods and jackets in.

39. They are going to head back when:
- ○ 1. they have finished their lunch.
- ○ 2. the sun goes down.
- ○ 3. the day ends.
- ○ 4. they can't walk anymore.

READ THE STORY. Mark ⊗ the correct answer.

"THE STORE"

Mr. Wilson, Mike's father, has a grocery store in the market in Denver. It is not a big store, but he sells a lot on retail. He says that one has to wait on the customers so that they always buy. The other day he installed a telephone to receive orders from the people who could not come to the market. Mike is in charge of home delivery merchandise. For this he uses his bicycle, which is not very new, but is well kept. Mr. Wilson has other sons who help him too, but he says that Mike knows the streets best. "Streets can teach us many things," says Mike, "because when I find myself on one that has the name of a person I have never heard of, I go look it up at the library, which is near the market. The other day I was going to deliver merchandise on Washington Street. This street was named for someone very famous, but yet I did not know who he had been."

40. Mike used the library to:
- ○ 1. learn what happened to the store.
- ○ 2. learn how to read and study.
- ○ 3. help his brothers.
- ○ 4. learn something about the street names.

41. What did Mike do when he did not know who Washington had been?
- ○ 1. He went to ask his brothers.
- ○ 2. He went to the library.
- ○ 3. He went to ask the customers.
- ○ 4. He went to ask Mr. Washington.

42. Mr. Wilson helps his customers with:
- ○ 1. stories of America.
- ○ 2. books to study in the library.
- ○ 3. cheap food and fruit.
- ○ 4. a telephone and home delivery service.

43. The name of some of the streets:
- ○ 1. are from America's history.
- ○ 2. are words from the books.
- ○ 3. did not help Mike.
- ○ 4. are easy to learn.

READ THE STORY. Mark the ⊗ correct answer.

"TALE OF A RABBIT"

One day a white rabbit was chewing on green grass when he saw a shiny silver coin. He picked it up and looked at it for awhile. He could not believe that he, a rabbit who had never found anything, was now the owner of a resplendent silver coin. "What shall I buy?" thought the rabbit. "If I buy bread, it will soon be gone; if I buy candy, I'll eat it in one moment and then I will have nothing left; if I buy cookies, they will not last either. I know! I will buy a guitar. That will be the best thing!"

The rabbit bought the guitar. He sat down, crossed his legs, and picked up the guitar. He began to play it. He was soon playing so well that up came a squirrel, a hare, a deer, a skunk, and a sparrow to hear the rabbit play his guitar. Suddenly the skunk said to him, "Lend me your guitar for a little while." "No," said the rabbit, "because you will like it very much, and you will want to steal it from me."

44. The rabbit bought a guitar because:
- ○ 1. he did not like music.
- ○ 2. the skunk wanted food.
- ○ 3. it could give him music and pleasure.
- ○ 4. he did not have enough money to buy food.

45. The animals wanted:
- ○ 1. to eat sweet bread.
- ○ 2. to eat the cookies.
- ○ 3. to listen to the rabbit play his guitar.
- ○ 4. to steal the silver coin.

46. The rabbit thought that:
- ○ 1. the sparrow wanted to help him.
- ○ 2. the skunk wanted to steal his food.
- ○ 3. the skunk wanted to steal his guitar.
- ○ 4. the deer wanted to help the skunk.

(TURN THE PAGE AND CONTINUE) ⟶

READ THE STORY. Mark ⊗ the correct answer.

"FOUR LITTLE PUPPIES"

Once upon a time there were four little puppies, newly born. They slept in the kitchen near the stove where it was comfortable and warm. At the beginning, they barely opened their eyelids. They whined softly, dragging themselves to where Candy, their mother, was lying down. They did not know anything. They did not know about the sky or the trees, and since the wind could not reach them under the stove, they did not know what it was either.

One day the puppies felt stronger. Now they could walk on their four legs. They saw, through the open door of the kitchen, the trees that the breeze gently blew. Then the four of them, with many precautions, went outside to meet the world. The first difficulty they had was going down the three steps of the kitchen. They hesitated a little, and then the four of them went head first, with eyes closed, until they got to the green grass near the patio.

47. The puppies left the kitchen because they wanted:
    - ○ 1. to look for their mother.
    - ○ 2. to know the world.
    - ○ 3. to sleep near the stove.
    - ○ 4. to eat in the kitchen.

48. They did not know about the wind, because:
    - ○ 1. they could not see.
    - ○ 2. they could not go inside the kitchen.
    - ○ 3. they did not go to the mountains.
    - ○ 4. it could not reach the stove.

49. They went head first, with eyes closed, because:
    - ○ 1. they did not have eyes.
    - ○ 2. they did not know how to open their eyes.
    - ○ 3. they did not know how to go down stairs.
    - ○ 4. their eyes could not see.

50. They were going to have difficulty:
    - ○ 1. in going back up the stairs.
    - ○ 2. in opening their eyes.
    - ○ 3. in walking on their four legs.
    - ○ 4. in playing on their four legs.

READ THE STORY. Mark ⊗ the correct answer.

"THE MICE"

In the supermarket of a big city, there lived a family of mice. There was the father mouse, the mother mouse, and three baby mice. During the day the supermarket was full of women buying things. At that time, the mice were in their hole peacefully sleeping, because they knew that when women see a mouse they get scared. They shout and try to get on top of a table. The mice did not want to frighten them, because they knew that a frightened woman is dangerous. At seven-thirty in the afternoon, the bell of the supermarket rang to announce that it was time for the women to pay their bills and go home. Upon hearing the bell, the mice woke up, bathed themselves with saliva, combed themselves with their fingers, sharpened their teeth with their nails, and placed themselves near the entrance of the hole.

The father mouse was the first one. He went out slowly, looking to all sides. When he was sure there were no women left behind, he would make a sign with his tail to his family, to tell them that they could come out of the hole without any danger.

51. The story tells us that mice are:
    - ○ 1. very clean and they bathe a lot.
    - ○ 2. very dirty and they don't bathe.
    - ○ 3. very dirty because they don't comb.
    - ○ 4. very stubborn and dirty.

52. The mice woke up when:
    - ○ 1. the women left.
    - ○ 2. the father mouse went out.
    - ○ 3. the bell rang.
    - ○ 4. it was five thirty.

53. The father mouse made sure that:
    - ○ 1. there was sufficient food.
    - ○ 2. there weren't any women left.
    - ○ 3. the food was clean.
    - ○ 4. they were not sick.

(CONTINUE)

READ THE STORY. Mark Ⓧ the correct answer.

"THE SUN"

The sun has the exclusive right of gleaming and shining and of emitting rays of light by itself. It is hot and it burns. It makes one sweat. The Indians had a party for the sun once each year called "Sun Day." Before the party they fasted for four days. At the party for the sun they offered incense and blood from the ears four times: once at dawn, again at noon and at dusk, and last in the evening. In the morning when the sun came out, they said, "Already the sun starts his work. What will be . . . what will happen on this day?" And when the sun went down they said, "The sun has finished his work!" Sometimes when the sun comes out, its color is like blood, sometimes it seems whitish, and sometimes its color is pale because of the darkness or the clouds that appear before it. When the sun eclipses, it seems red, and seems to be sad or confused.

54. The sun appears to be:
    - ○ 1. only black.
    - ○ 2. only pink.
    - ○ 3. only blue.
    - ○ 4. of different colors.

55. The sun appears red when:
    - ○ 1. it eclipses.
    - ○ 2. it does not eclipse.
    - ○ 3. it has snow.
    - ○ 4. it does not have sun.

56. They said, "Already the sun starts his work," when:
    - ○ 1. the party began.
    - ○ 2. they offered the blood.
    - ○ 3. it came out in the morning.
    - ○ 4. the party ended.

"THE TRAIN THAT RUNS BACKWARDS"

Have you ever traveled by train at night? Everything outside is dark. You are sleepy and start to doze. Suddenly you are startled. The train is going backwards! It is rolling rapidly in the opposite direction. It is going back to your town! But why are the people on the train so calm? Haven't they realized it? Or maybe it is you who are wrong. Maybe the train is going forward. No, because you really feel that it IS going backwards.

Finally you see some lights. The train goes by some lighted houses and you see that you are really going forward. Ahhhh. What a relief! You collapse in your seat calmly and you look out of the window. Now everything is dark again and the train runs and runs. You close your eyes and you start thinking. How funny that I clearly felt that the train was going backwards! What if I try to feel the same thing again?

57. It was funny that:
    - ○ 1. the train was going forward.
    - ○ 2. the train did not have lights.
    - ○ 3. the people seemed so calm.
    - ○ 4. he felt the train was going backwards.

58. Why were the people on the train so calm?
    - ○ 1. Because it was going forward.
    - ○ 2. Because the train had lights.
    - ○ 3. Because the train was going backwards.
    - ○ 4. Because they were young people.

59. Why did they close their eyes?
    - ○ 1. In order to think better.
    - ○ 2. Because they were afraid.
    - ○ 3. Because the train ride was very smooth.
    - ○ 4. Because the people were excited.

"THE ADVENTURER"

When I was young I loved the tales about the lives of strange animals that lived in almost unknown places. I liked them so much that one day when I was about six I wanted to draw a boa, but my drawing did not turn out well. Nobody understood it, and they laughed at me for wanting to become a painter. Due to this failure, I decided to become an aviator. That way I could travel through the world as I pleased and could see with my own eyes those fabulous animals. I have reached this last goal, and I have traveled a lot. In my life as an explorer I have not lacked excitement or adventures.

About six years ago, as I was flying my plane across the Sahara, the engine started to fail and I had to land in the desert. When I checked the engine, I found that the problem was very serious. I then felt, maybe for the first time in my life, terribly abandoned and enormously fearful. I was not carrying with me the parts or necessary tools to repair the engine, and above all things, the food and drinkable water that I had could only last up to a week at the most!

(TURN THE PAGE AND CONTINUE) ⟶

Mark ✓ the correct answer.

60. The fear would leave him if he had:
    - ○ 1. his mom and dad.
    - ○ 2. sufficient money.
    - ○ 3. the necessary tools.
    - ○ 4. more money.

61. They laughed at the boy because:
    - ○ 1. he wanted to be an airplane.
    - ○ 2. he wanted to become a painter.
    - ○ 3. he was afraid of the Sahara.
    - ○ 4. he did not have an engine.

62. This is the story of:
    - ○ 1. a lawyer.
    - ○ 2. an explorer.
    - ○ 3. a teacher.
    - ○ 4. a doctor.

63. He has not lacked:
    - ○ 1. excitement or adventures.
    - ○ 2. the necessary tools.
    - ○ 3. a last purpose.
    - ○ 4. sufficient money to spend.

"THE TELESCOPE"

When I was young, I would go through this long room with wooden floors on which my footsteps echoed. I would raise my eyes and look through the windows, and then I could see, far away, in the tower that came out of the roof, the weather vane that moved in circles around and around unceasingly. At times it went slowly, softly. At others it would twirl desperately, dizzily. And as I watched it, I felt inside me a profound admiration, a little indescribable; that weather vane moved around, without stopping, above the city.

This tower that I have mentioned was an observatory. In its dome there was an opening that would open and close and through which would appear on clear nights a mysterious and terrible tube. We all knew, because our father had told us, that the tube was a huge telescope!

64. The story is about:
    - ○ 1. a city.
    - ○ 2. a very big man.
    - ○ 3. a telescope.
    - ○ 4. a very short tree.

65. His steps echoed because:
    - ○ 1. the top was very big.
    - ○ 2. the floor was wooden.
    - ○ 3. the people were asleep.
    - ○ 4. the house was very small.

66. The opening was in:
    - ○ 1. the big window.
    - ○ 2. the small room.
    - ○ 3. the long room of the house.
    - ○ 4. the dome of the tower.

READ THE STORY. Mark ✓ the correct answer.

"THE PIGS"

Mr. Murphy was a poor farmer, but he liked to save money. His biggest dream was to save enough money to buy some pigs and to fatten them up for market. There is no better way to make myself rich, he would say. The pigs will eat, and the owner must only watch over them. When he saw that they were not going to get any fatter, he sold them by the kilo. Every time that Mr. Murphy wanted a glass of ale, he said to himself, "go away, bad thought!" He would take two dollars from his pocket, which was what the ale cost in the store in town where he lived, and he would put them into the opening in a clay pig which served as his piggy bank. "The coins will turn into pigs!" he would say as he heard the coins drop. When one of his sons would ask for money for an ice cream, Mr. Murphy would say, "Take that idea out of your head!"

67. Mr. Murphy's children knew that:
    - ○ 1. they could not buy ice cream.
    - ○ 2. they could not buy fruit.
    - ○ 3. they could not buy milk.
    - ○ 4. they did not want pigs.

68. He wanted pigs:
    - ○ 1. to eat.
    - ○ 2. to make himself rich.
    - ○ 3. to buy ale.
    - ○ 4. to help the city.

69. Mr. Murphy liked:
    - ○ 1. to hear the coins drop.
    - ○ 2. to buy ale.
    - ○ 3. to buy ice cream.
    - ○ 4. to spend money.

70. The story teaches us that:
    - ○ 1. we can spend as we please.
    - ○ 2. pigs are expensive.
    - ○ 3. pigs are cheap.
    - ○ 4. we have to save in order to spend.

71. Mr. Murphy was a:
    - ○ 1. rich and stingy man.
    - ○ 2. man with a lot of money.
    - ○ 3. poor farmer who liked to save money.
    - ○ 4. rich farmer who liked to save money.

72. They would sell the pigs when:
    - ○ 1. they would not get any fatter.
    - ○ 2. they did not have food.
    - ○ 3. they did not have money.
    - ○ 4. they were eating.

73. What costs two pesos?
    - ○ 1. the pigs.
    - ○ 2. the food.
    - ○ 3. the ice cream.
    - ○ 4. the ale.

THE END

SPANISH READING COMPREHENSION (Comprensión de Lectura) Grades 1 - 6

SE

Raw Score _____
G.E. _____
%ile _____

Fecha_____

NOMBRE del alumno _____
GRADO del alumno _____
EDAD del alumno _____
NOMBRE de la ESCUELA _____

* **LEE LAS INSTRUCCIONES Y LOS EJEMPLOS.**
* **EJEMPLO NUMERO UNO:**

Pon una linea del nombre al dibujo.

1. Naranja
2. Manzana
3. Uvas
4. Silla

* **EJEMPLO NUMERO DOS**

Lee cada pregunta y marca ⊗ la respuesta correcta.
En cada pregunta hay cuatro respuestas.

Son amarillos:

○ 1. los rábanos
⊗ 2. los plátanos
○ 3. las remolacha
○ 4. los aguacates

* **EJEMPLO NUMERO TRES**

Lee la historia, en cada pregunta hay cuatro respuestas .
Marca ⊠ la respuesta correcta.

"JUAN"
El niño se llama Juan.
El niño tiene 5 años.
El niño tiene 2 hermanos.

El niño tiene:

○ 1. 3 años
○ 2. 4 años
⊗ 3. 5 años
○ 4. 6 años

RESPONDE A TODAS LAS PREGUNTAS QUE PUEDES ENTENDER

(Dar vuelta a la página) ⟶

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PON UNA LINEA del nombre al dibujo.

1. 1. Uvas
   2. Naranjas
   3. Elotes
   4. Manzanas

2. 1. Cocos
   2. Manzanas
   3. Plátanos
   4. Naranjas

3. 1. Pato
   2. Perro
   3. Pájaro
   4. Pollo

LEE CADA PREGUNTA y marca ⊗ la respuesta correcta. En cada pregunta hay cuatro respuestas.

4. Los plátanos son de color:
   - ○ 1. azul.
   - ○ 2. negro.
   - ○ 3. amarillo.
   - ○ 4. rojo.
5. ¿Cuántas patas tiene el gato?
   - ○ 1. Una
   - ○ 2. Dos
   - ○ 3. Tres
   - ○ 4. Cuatro

LEE LA HISTORIA. En cada pregunta hay cuatro respuestas. Marca ⊗ la que sea correcta.

"EL PARQUE"

El parque es verde.
El parque suena y brilla.
El parque es lindo porque es de todos.

6. ¿Qué es verde?
   - ○ 1. El toro.
   - ○ 2. El caballo.
   - ○ 3. El parque.
   - ○ 4. El sol.
7. ¿Qué es de todos?
   - ○ 1. El parque.
   - ○ 2. La vaca.
   - ○ 3. El toro.
   - ○ 4. El caballo.

LEE LA HISTORIA. En cada pregunta hay cuatro respuestas. Marca ⊗ la que sea correcta.

"EL RELOJ"

A la una sale la Luna. A las dos suena el reloj.
A las tres cojito es. A las cuatro doy un salto.
A las cinco doy un brinco. A las seis no me ves.
A las siete anda y vete. A las ocho ten bizcocho.

8. ¿Qué pasa a la una?
   - ○ 1. Doy un salto.
   - ○ 2. Voy a comer.
   - ○ 3. Sale la Luna.
   - ○ 4. Suena el reloj.
9. ¿Qué pasa a las tres?
   - ○ 1. Cojito es.
   - ○ 2. Doy un salto.
   - ○ 3. Voy a comer.
   - ○ 4. Suena el reloj.
10. La historia es de:
    - ○ 1. un animal.
    - ○ 2. un zapato.
    - ○ 3. un mes.
    - ○ 4. un reloj.

LEE LA HISTORIA y marca ⊗ la que sea correcta.

"BENITO JUAREZ"

En mi escuela tuvimos fiesta el otro día. Hubo teatro y mi amigo Ramón salió vestido de Juárez. También hicimos unos concursos de dibujo y pintura. Mi dibujo de Juárez no me salió muy bien. A Rubén sí. Por eso el suyo lo escogieron para colgarlo enfrente, arriba del pizarrón.

11. En la escuela tuvieron:
    - ○ 1. Comida.
    - ○ 2. Fiesta.
    - ○ 3. Circo.
    - ○ 4. Animales.
12. Ramón salío vestido como:
    - ○ 1. María.
    - ○ 2. Antonio.
    - ○ 3. Papá.
    - ○ 4. Juárez.
13. Salío muy bien el dibujo de:
    - ○ 1. Concha.
    - ○ 2. Rubén.
    - ○ 3. Pablo.
    - ○ 4. Ramón.
14. Juárez estaba en el:
    - ○ 1. pizarrón.
    - ○ 2. dibujo.
    - ○ 3. vestido.
    - ○ 4. escuela.

(Continuar)

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"EL MERCADO"

Fuimos al mercado a comprar la fruta. Yo quería fresas pero mi mamá dijo que mejor plátanos porque las fresas estaban muy caras. Al pasar por las flores mi mamá quería unas gladiolas muy lindas, pero también estaban muy caras. Luego llegamos a la casa y comimos. Por la tarde nos llevaron al circo.

15. Mamá dijo que debían comprar plátanos porque:
    - ○ 1. las fresas estaban muy caras.
    - ○ 2. las fresas estaban muy baratas.
    - ○ 3. las plátanos estaban muy caros.
    - ○ 4. no querían plátanos.

16. ¿A dónde fueron en la tarde?
    - ○ 1. Fueron al mercado.
    - ○ 2. Fueron al circo.
    - ○ 3. Estaban en la casa.
    - ○ 4. Fueron al parque.

17. Las gladiolas:
    - ○ 1. estaban baratas.
    - ○ 2. estaban muy baratas.
    - ○ 3. no estaban caras.
    - ○ 4. estaban muy caras.

18. En el mercado compraron:
    - ○ 1. solamente plátanos.
    - ○ 2. gladiolas y frutas.
    - ○ 3. frutas, gladiolas y plátanos.
    - ○ 4. manzanas y plátanos.

LEE LA HISTORIA. Marca ⊗ la que sea correcta.

"EL MONITO"

Era un monito muy gracioso. Tenía el pelo de color claro, casi rosado. Por eso le decían "el monito color de rosa." Vivía con su familia entre las ramas de un árbol muy grande, en el corazón de la selva. Era alegre como un niño, y sólo pensaba en saltar de rama en rama, en correr tras las **mariposas**, en buscar nidos y en comer fruta verde. Pero lo que le gustaba sobre todas las cosas era imitar lo que hacían los hombres. Un día, persiguiendo una mariposa amarilla, llegó hasta donde se acababa el bosque. Y vio a un joven sentado debajo de un árbol, fumando una pipa.

19. El joven estaba:
    - ○ 1. trabajando en el jardín.
    - ○ 2. hablando con otros jóvenes.
    - ○ 3. estudiando un libro.
    - ○ 4. fumando una pipa.

20. El monito era:
    - ○ 1. como un niño muy alegre.
    - ○ 2. de mal humor.
    - ○ 3. como una mariposa.
    - ○ 4. un trabajador.

21. Al monito le gustaba sobre todas las cosas:
    - ○ 1. comer mariposas.
    - ○ 2. imitar a los hombres.
    - ○ 3. saltar de rama en rama.
    - ○ 4. comer fruta verde.

22. Al monito le gustaba:
    - ○ 1. hablar y trabajar.
    - ○ 2. leer y trabajar.
    - ○ 3. jugar y comer.
    - ○ 4. sentarse y dormir.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"LOS CHIVITOS TERCOS"

Había una vez un niño que tenía que cuidar cinco chivitos. Muy temprano los sacaba del corral, los llevaba a pastar al cerro y, al oscurecer, volvía con ellos a la casa.

Una tarde los chivitos no quisieron irse a dormir. El muchacho trató de hacerlos andar, pero los chivitos no se movían. Cansado ya, el pobre niño se sentó en una piedra y se puso a llorar.

Tenía miedo de que su papá lo castigara por haberse tardado tanto tiempo. Al poco rato pasó por allí un conejo y le preguntó: Niño, ¿por qué lloras? Lloro porque los chivitos no quieren andar; y si me tardo, mi papá me va a castigar.

23. ¿Por qué tenía miedo el niño?
    - ○ 1. Porque los chivos no comieron.
    - ○ 2. Porque tenía hambre.
    - ○ 3. Porque su papá lo castigaría.
    - ○ 4. Porque no tenía sus papeles.

24. Los chivitos no querían:
    - ○ 1. Comer o trabajar.
    - ○ 2. tomar agua o comer frutas.
    - ○ 3. irse a comer su comida.
    - ○ 4. dormir o andar.

25. El niño habló con:
    - ○ 1. su papá y mamá.
    - ○ 2. un conejo.
    - ○ 3. sus chivos y su papá.
    - ○ 4. su mamá y otro joven.

26. La historia es de:
    - ○ 1. andar, comer, y hablar.
    - ○ 2. un papá que está trabajando.
    - ○ 3. chivitos, un niño, un conejo.
    - ○ 4. los animales del bosque.

27. El niño quería:
    - ○ 1. tener los chivitos en la casa.
    - ○ 2. hablar con sus animales.
    - ○ 3. trabajar con los chivitos.
    - ○ 4. llorar por los chivitos.

(Dar vuelta a la página)

LEE LA HISTORIA. Marca ☒ la respuesta que sea correcta para cada pregunta.

"LUPI, EL LOBO BUENO"

Era un gran día para Lupi, el lobo bueno, porque había llegado el circo. A Lupi le gustaba más el circo que su platillo favorito: las espinacas con leche. Pero había un problemita: Lupi no tenía dinero para comprar su boleto de entrada al circo. Eso es fácil, dijo, trabajaré para comprar mi boleto. Y se fue corriendo a pedir trabajo al dueño del circo. Te doy trabajo, dijo el dueño. Te encargarás de dar de comer a los elefantes. ¡Uuuy, qué grandes son! Deben comer toneladas y más toneladas de carne. Y otra tonelada de postre. Les prepararé mis platillos favoritos. Los elefantes se pusieron a comer como si nunca en la vida hubieran comido. Pero de repente los ojos se les pusieron como apagados. En ese momento entraba el dueño.

28. Era un gran día para Lupi, porque:
    - ○ 1. estaba malo y quería comer.
    - ○ 2. se casó en la casa.
    - ○ 3. estaba comiendo sus comidas favoritas.
    - ○ 4. había llegado el circo.

29. Lupi, el lobo bueno, quiere dinero para:
    - ○ 1. comprar zapatos para los niños.
    - ○ 2. comprar su boleto para el circo.
    - ○ 3. comprar una casa para su familia.
    - ○ 4. comprar ropa para su mamá.

30. Lupi les preparó:
    - ○ 1. muchos tacos de carne.
    - ○ 2. toneladas de carne y postre.
    - ○ 3. toneladas de fruta y carne.
    - ○ 4. toneladas de leche y postre.

31. Los elefantes:
    - ○ 1. se comen al lobo.
    - ○ 2. no comen la comida.
    - ○ 3. no les gusta la comida.
    - ○ 4. se ponen mal con la comida.

"LA SIEMBRA"

No tengo palabras describir las jornadas de la siembra. Los mozos van descalzos por los surcos. Colgado al hombro llevan el costal de la semilla, como una hamaca.

Con pasos medidos van arrojando los granos y los tapan echándoles tierra con el pie. La cuadrilla parece entregrada a una danza lenta y antigua. Los mozos, ensimismados, olvidan sus canciones sus dichos y sus chanzas.

Al volver a mi casa, me vine despacio, solemnemente, sin arrear ni una sola vez al caballo. Como si todas mis esperanzas, y lo mejor de mí mismo, quedara depositado en la tierra. Antes de montar, eché algunos granos de maíz en un surco. Me fijé donde los puse. A ver si tengo buena mano de sembrador.

32. Echó algunos granos en un surco:
    - ○ 1. a ver si podía pensar en la siembra.
    - ○ 2. a ver si era buen sembrador.
    - ○ 3. para ayudar a su caballo.
    - ○ 4. porque no quería trabajar.

33. Se les olvidan sus canciones:
    - ○ 1. porque no han estudiado.
    - ○ 2. porque no quieren cantar.
    - ○ 3. no cantan solos.
    - ○ 4. porque están dedicados a su trabajo.

34. Pensaba que él mismo quedaba depositado. en la tierra porque:
    - ○ 1. estaba dedicado a su trabajo.
    - ○ 2. dejó su camisa en los surcos.
    - ○ 3. no quería trabajar.
    - ○ 4. tenía un gran caballo.

35. Al volver a su casa,:
    - ○ 1. estaba malo.
    - ○ 2. se vino rápido.
    - ○ 3. se vino despacio.
    - ○ 4. tenía mucho dinero.

"LA MONTAÑA"

Hoy nos hemos levantado muy temprano. Mis hermanos y yo estamos contentísimos: ¡vamos de excursión a la montaña! Mamá nos ha preparado unas sabrosas tortas que guardamos en las mochilas, junto con nuestras chamarras gruesas por si hace frío.

Felices, con la mochila a la espalda, empezamos a subir. Al principio es muy fácil, pero poco a poco la subida se va haciendo cada vez mas difícil. De cuando en cuando hacemos una parada para descansar. Lo hacemos sobre todo por Carmen, que con el esfuerzo se ha puesto muy chapeada. Ella dice que no se cansa, sin embargo se le nota bien que no es cierto. Seguramente quiere hacernos creer que puede hacer lo mismo que cualquiera de nosotros, los más grandes, para que no la dejemos en casa cuando hagamos otra excursión.

Cuando llegamos a la mitad del camino, decidimos descansar y buscamos un lugar cómodo para almorzar antes de emprender el regreso.

36. Carmen dijo que no estaba cansada porque:
    - ○ 1. no quería estar en casa durante otras excursiones.
    - ○ 2. no estaba lista para comer.
    - ○ 3. quería trabajar.
    - ○ 4. no quería pararse y platicar.

37. Se van muy temprano porque:
    - ○ 1. necesitan mucho tiempo para dormir.
    - ○ 2. Carmen no va a andar.
    - ○ 3. quieren mucho tiempo para andar.
    - ○ 4. necesitan poco tiempo para andar.

(continuar)

38. La mochila es para:
- ○ 1. prépararse para la excursión.
- ○ 2. usarla para andar y hablar.
- ○ 3. hacer a los niños mas calientes.
- ○ 4. guardar la comida.

39. Van a regresar cuando:
- ○ 1. llega medio día.
- ○ 2. baja el sol.
- ○ 3. se acaba el día.
- ○ 4. ya no pueden andar.

LEE LA HISTORIA. Marca ☒ la respuesta que sea correcta para cada pregunta.

"LA TIENDA"

Don Pancho, el papá de Miguel, tiene una tienda de abarrotes en el mercado de Tacuba. No es una tienda grande, pero vende mucho al menudeo. El dice que hay que atender bien a los clientes, para que siempre le compren. El otro día instaló un teléfono en su tiendita para recibir pedidos de las personas que no pueden ir hasta el mercado. Miguel es el encargado de entregar la mercancía que piden a domicilio. Para eso le sirve mucho su bicicleta, ya no muy nueva, pero bien cuidada. Don Pancho tiene otros hijos que también le ayudan, pero dice que Miguel conoce mejor las calles.

—Las calles le enseñan a uno muchas cosas, — dice Miguel—, porque cuando me encuentro alguna que tiene un nombre de persona que nunca he oído, voy a consultar los libros de la biblioteca que está cerca del mercado. El otro día iba a entregar mercancía a la calle de Cuitláhuac. Tan conocida la calle de Cuitláhuac y yo no sabía quien había sido.

40. Miguel usó la biblioteca para:
- ○ 1. aprender que pasó con la tienda.
- ○ 2. aprender a leer y estudiar.
- ○ 3. ayudar a sus hermanos.
- ○ 4. aprender algo de las calles.

41. ¿Que va a hacer Miguel cuando no sabe quién había sido Cuitláhauc?
- ○ 1. Va a hablar con sus hermanos.
- ○ 2. Va a la biblioteca.
- ○ 3. Va a preguntarle a los clientes.
- ○ 4. Va a preguntarle a Cuitláhuac.

42. Don Pancho le ayuda a sus clientes con:
- ○ 1. historias de México.
- ○ 2. libros para estudiar en la biblioteca.
- ○ 3. comida y fruta barata.
- ○ 4. un teléfono y entregar la mercancía.

43. Los nombres de unas calles:
- ○ 1. son de la historia de México.
- ○ 2. son palabras de los libros.
- ○ 3. no le ayudaron a Miguel.
- ○ 4. son fáciles de aprender.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"CUENTO DE UN CONEJO"

Un día andaba un conejo blanco mordisqueando el pastito verde, cuando vio brillar una moneda de plata. La recogió, y estuvo mirándola un buen rato. No podía creer que él, un conejo que nunca se había encontrado nada, fuera ahora dueño de una flamante moneda de plata.

¿ Qué comparé? — pensó el conejo —. Si compro pan pronto se me acabará; si compro dulces me los como en un momento y me quedo sin nada; si compro galletas, tampoco me durarán. ¡Ya sé! Compraré una guitarra; eso es lo mejor.

El conejo compró una guitarra. Se sentó, cruzó la pierna, acomodó su guitarra entre los brazos y empezó a tocarla. Lo hacía tan bien que poco a poco fueron llegando la ardilla, la liebre, el venado, el zorrillo y el gorrión para oir como el conejo tocaba su guitarra. De pronto el zorrillo le dijo . . Préstame tu guitarra un ratito. — No, porque te va a gustar mucho y luego vas a querer robármela.

44. El conejo compró la guitarra porque:
- ○ 1. no le gustó la música.
- ○ 2. el zorrillo quería comida.
- ○ 3. le podía dar música y placer.
- ○ 4. no tenía suficiente dinero para comprar comida.

45. Los animales querían:
- ○ 1. comer el pan dulce.
- ○ 2. comer las galletas.
- ○ 3. oir al conejo tocar la guitarra.
- ○ 4. robar la moneda de plata.

46. El conejo pensó que:
- ○ 1. el gorrión le quería ayudar.
- ○ 2. el zorrillo le quería robar la comida.
- ○ 3. el zorrillo le quería robar la guitarra.
- ○ 4. el venado le quería ayudar al zorrillo.

(Dar vuelta a la página)——→

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"CUATRO PERRITOS"

Habia una vez cuatro perritos recién nacidos que dormían en la cocina, cerca de la estufa, que era el lugar mas abrigado y tibio. Al principio, apenas abrían los párpados y gruñían debilmente, arrastrándose hasta donde estaba su mamá, la perra Cadencia. Ellos no sabían nada de nada; no conocían el cielo ni los árboles, y como el viento no llegaba hasta debajo de la estufa, tampoco sabían lo que era el viento.

Un día los perritos se sintieron más fuertes; ya caminaban en sus cuatro patas y divisaban, por la puerta abierta de la cocina, los árboles que la brisa balanceaba. Entonces salieron los cuatro, con bastantes precauciones, a conocer el mundo. La primera dificultad que tuvieron fue bajar los tres escalones de la cocina. Titubearon un poco, y después los cuatro se dejaron ir de cabeza, cerrados los ojos, hasta llegar al pasto verde del patio.

47. Los perritos salieron de la cocina porque querían:
    - ○ 1. Buscar a la mamá.
    - ○ 2. Conocer el mundo.
    - ○ 3. Dormir cerca de la estufa.
    - ○ 4. Comer en la cocina.

48. No conocían el viento porque:
    - ○ 1. no estaba en la casa.
    - ○ 2. no podían entrar en la cocina.
    - ○ 3. no fueron a las montañas.
    - ○ 4. no llegaba hasta la estufa

49. Se dejan ir de cabeza, con los ojos cerrados porque:
    - ○ 1. no tienen ojos.
    - ○ 2. no saben como abrir los ojos.
    - ○ 3. no saben como hacerlo.
    - ○ 4. los ojos no pueden mirar.

50. Van a tener dificultad:
    - ○ 1. para escalar los escalones.
    - ○ 2. para abrir los ojos.
    - ○ 3. para caminar en cuatro patas.
    - ○ 4. para jugar en cuatro patas.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"LOS RATONES"

En el supermercado de una gran ciudad vivía una familia de ratones. Eran el ratón padre, la ratona madre y tres ratones hijos. Durante el día el supermercado estaba lleno de señoras comprando cosas. A esas horas los ratones estaban en el agujero durmiendo tranquilamente, porque sabían que cuando las señoras ven un ratón se asustan, gritan y tratan de subirse en una mesa. Los ratones no querían asustarlas, porque sabían que una señora asustada es peligrosa. A las siete y media de la tarde, el timbre del supermercado tocaba para anunciar que había llegado la hora de que las señoras pagaran sus cuentas y se fueran a sus casas. Al oir el timbre, los ratones despertaban, se bañaban con saliva, se peinaban con el dedo, se afilaban los dientes con las uñas y se ponían cerca de la entrada del agujero. El ratón padre era el primero en salir, despacito, mirando para todos lados. Cuando se aseguraba de que no había ninguna señora rezagada, hacía una seña con la cola a su familia, para avisarles que podían salir del agujero sin peligro.

51. La historia nos dice que los ratones son:
    - ○ 1. muy limpios y se bañan mucho.
    - ○ 2. muy sucios y no se bañan.
    - ○ 3. muy sucios porque no se peinan.
    - ○ 4. muy negligentes y sucios.

52. Los ratones se despertaban cuando:
    - ○ 1. salían las mujeres.
    - ○ 2. el ratón padre salió.
    - ○ 3. sonó el timbre.
    - ○ 4. eran las cinco y media.

53. El ratón padre se aseguraba de que:
    - ○ 1. hubiera suficiente comida.
    - ○ 2. no hubiera señora rezagada.
    - ○ 3. la comida estuviera limpia.
    - ○ 4. no estuviera malo.

(continuar)

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"EL SOL"

El sol tiene propiedad de resplandecer y de alumbrar, y de echar rayos por sí; es caliente y tuesta, hace sudar. Los nahuas hacían fiesta al sol una vez cada año en el signo que se llama "nahui ollin" y antes de la fiesta ayunaban cuatro días, y en la fiesta del sol ofrecían incienso y sangre de las orejas cuatro veces, una saliendo el sol, otra al mediodía y otra a la hora de vísperas y cuando se ponía. Y cuando en la mañana salía, decían: Ya comienza el sol su obra. ¿Qué será, que sucederá en este día? Y a la puesta del sol decían: "acabó su obra o su tarea el sol."

A veces cuando sale el sol parece de color de sangre y a veces parece blanquecino, y a veces sale de color enfermizo por razón de las tinieblas o de las nubes que se le anteponen. Cuando se eclipsa el sol parece colorado, parece que se entristece o que se turba el sol ...

54. El sol parece:
    - ○ 1. solamente de color negro.
    - ○ 2. solamente de color rosa.
    - ○ 3. de color azul.
    - ○ 4. de colores diferentes.
55. El sol aparece colorado cuando:
    - ○ 1. se eclipsa.
    - ○ 2. no tiene eclipse.
    - ○ 3. tiene nieve.
    - ○ 4. no tiene sol.
56. Decían—Ya comienza el sol su obra cuando:
    - ○ 1. comenzaba la fiesta.
    - ○ 2. le ofrecían la sangre.
    - ○ 3. salía en la mañana.
    - ○ 4. terminaba la fiesta.

"EL TREN QUE CAMINA AL REVES"

¿Alguna vez has viajado de noche en un tren? Afuera está todo oscuro. Tú tienes sueño; empiezas a dormitar. De pronto sientes un sobresalto: ¡El tren está caminando para atrás! Está rodando, rodando rápidamente en dirección contraria a la que llevaba antes. ¡Está regresando a tu pueblo! Pero ¿por qué las gentes que van en el tren están tan tranquilas? ¿No se han dado cuenta? O quisá eres tú el que anda equivocado. A lo mejor el tren está yendo hacia adelante. No, porque tú sientes clarísimo que camina hacia atrás....

De pronto se ven unas luces; el tren pasa junto a unas casas iluminadas. Entonces ves que realmente van caminando para adelante. ¡Uf! ¡Qué bueno! Te reclinas tranquilo en el asiento y miras por la ventana. Ahora todo está oscuro otra vez y el tren corre que te corre. Cierras los ojos y te pones a pensar: ¡Qué chistoso que sintiera yo clarito que el tren iba al revés! ¿Y si trato de sentir otra vez lo mismo?

57. Era chistoso que:
    - ○ 1. el tren iba hacia adelante.
    - ○ 2. el tren no tenía luces.
    - ○ 3. la gente estaba tranquila.
    - ○ 4. el tren iba al revés.
58. ¿Por qué estaba tan tranquila la gente en el tren?
    - ○ 1. Porque el tren iba hacia adelante.
    - ○ 2. Porque el tren tenía luces.
    - ○ 3. Porque el tren iba al revés.
    - ○ 4. Porque la gente estaba joven.
59. ¿Por qué cerraron los ojos?
    - ○ 1. Para pensar mejor.
    - ○ 2. Porque tenían miedo.
    - ○ 3. Porque el tren iba bien.
    - ○ 4. Porque la gente estaba excitados.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"EL AVENTURERO"

Cuando era pequeño, me encantaban los relatos sobre la vida de los animales extraños que viven en lugares casi desconocidos. Me gustaban tanto, que una vez— tendría entonces unos seis años—quise dibujar una boa; pero mi dibujo no tuvo el éxito que yo esperaba. Nadie lo entendió hasta hubo quien se burló de mis pretenciones de ser pintor. Ante semejante fracaso decidí hacerme aviador: de ese modo podría viajar a mi antojo por el mundo y ver con mis propios ojos esos fabulosos animales. He cumplido este último propósito y he viajado mucho; en mi vida de explorador no me han faltado emociones ni aventuras.

Hace más de seis años iba en mi avioneta cruzando el Sahara cuando de pronto el motor empezó a fallar y debí aterrizar en pleno desierto. Al revisar el motor vi que la avería era bastante seria y sentí entonces—quizás por primera vez en mi vida—un terrible desamparo y un miedo enorme: no llevaba conmigo ni las refacciones, ni las herramientas necesarias para reparar el motor y, para colmo de males, la comida y el agua potable que llevaba sólo podrían alcanzar para una semana, a lo sumo.

60. Le dejaba el miedo si tenía:
    - ○ 1. a su mamá o a su papá.
    - ○ 2. suficiente dinero.
    - ○ 3. las herramientas necesarias.
    - ○ 4. más dinero.
61. Se burlaban del niño porque:
    - ○ 1. quería ser avión.
    - ○ 2. pretendió ser pintor.
    - ○ 3. tenía miedo en el Sahara.
    - ○ 4. no tenía el motor.

(Dar vuelta a la página)——→

62. Es la historia de un:
- ○ 1. abogado.
- ○ 2. explorador.
- ○ 3. maestro.
- ○ 4. médico.

63. No le faltaron:
- ○ 1. emociones ni aventuras.
- ○ 2. las herramientas necesarias.
- ○ 3. el último propósito.
- ○ 4. suficiente dinero para gastar.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"LA HISTORIA"

Cuando yo pasaba por este largo salón con piso de madera en que resonaban mis pasos, levantaba la vista y miraba a través de las ventanas. Y entonces veía allá, a lo lejos, en la torrecilla que surgía sobre el tejado, la veleta que giraba, giraba incesantemente.

Unas veces marchaba lenta, suave; otras corría desesperada, vertiginosa. y yo siempre la miraba, sintiendo en mi interior una profunda admiración, un poco inexplicable; esa veleta giraba sin parar sobre la ciudad...

Esta torrecilla que he nombrado era el observatorio; en su cúpula había una hendidura que se abría y se cerraba, y por la que se asomaba, en las noches claras, un tubo misterioso y terrorífico. Todos nosotros sabíamos, nuestro padre nos lo había dicho, que tal tubo era un telescopio grande.

64. La historia es de una:
- ○ 1. ciudad.
- ○ 2. hombre muy grande.
- ○ 3. telescopio.
- ○ 4. árbol muy suave.

65. Resonaban los pasos porque:
- ○ 1. la cúpula era muy grande.
- ○ 2. el piso era de madera.
- ○ 3. la gente estaba durmiendo.
- ○ 4. la casa era muy pequeña.

66. La hendidura estaba en:
- ○ 1. la ventana grande.
- ○ 2. el cuarto pequeño.
- ○ 3. el salón de la casa.
- ○ 4. la cúpula arriba.

LEE LA HISTORIA. Marca ⊗ la respuesta que sea correcta para cada pregunta.

"LOS PUERCOS"

Nicolás Mangana era un campesino pobre pero ahorrativo. Su mayor ilusión era juntar dinero para comprar unos puercos y dedicarse a engordarlos. —No hay manera más fácil de hacerse rico—decía—. Los puercos están comiendo y el dueño nomás los mira. Cuando ve que ya no van a engordar más, los vende por kilo. Cada vez que a Nicolás Mangana se le antojaba una copa de mezcal, decía para sus adentros: —Quítate, mal pensamiento.

Sacaba de la bolsa dos pesos, que era lo que costaba el mezcal en la tienda del pueblo donde vivía, y los echaba por la rendija del puerco de barro que le servía de alcancía. —En puerco se han de convertir—decía al oir sonar las monedas. Cuando alguno de sus hijos le pedía cincuenta centavos para una nieve, Nicolás decía: —Quítate esa idea de la cabeza, muchacho.—

67. Los hijos de Nicolás sabían que:
- ○ 1. no podían comprar nieve.
- ○ 2. no podían comprar fruta.
- ○ 3. no podían comprar leche.
- ○ 4. no querían puercos.

68. Quería puercos para:
- ○ 1. comer.
- ○ 2. hacerse rico.
- ○ 3. comprar mezcal.
- ○ 4. ayudar a la ciudad.

69. A Nicolás le gusta:
- ○ 1. oir sonar las monedas.
- ○ 2. comprar mezcal.
- ○ 3. comprar nieve.
- ○ 4. gastar dinero.

70. La historia nos enseña que:
- ○ 1. podemos gastar cuando queremos.
- ○ 2. los puercos son caros.
- ○ 3. los puercos son baratos.
- ○ 4. debemos ahorrar para gastar.

71. Nicolás era un:
- ○ 1. hombre rico y ahorrativo.
- ○ 2. hombre con mucho dinero.
- ○ 3. campesino pobre pero ahorrativo.
- ○ 4. campesino rico pero ahorrativo.

72. Venden los puercos cuando:
- ○ 1. no van a engordar más.
- ○ 2. No tienen comida.
- ○ 3. No tienen dinero.
- ○ 4. Están comiendo.

73. ¿Qué costaba dos pesos?
- ○ 1. el puerco
- ○ 2. la comida
- ○ 3. la cabeza
- ○ 4. el mezcal

CORRECT RESPONSES FOR

SPANISH READING COMPREHENSION
(Comprensión de Lectura)
Grades 1 - 6

ENGLISH READING COMPREHENSION
Grades 1 - 6

1. 1	11. 2	21. 2	31. 4
2. 3	12. 4	22. 3	32. 2
3. 2	13. 2	23. 3	33. 4
4. 3	14. 1	24. 4	34. 1
5. 4	15. 1	25. 2	35. 3
6. 3	16. 2	26. 3	36. 1
7. 1	17. 4	27. 1	37. 3
8. 3	18. 1	28. 4	38. 4
9. 1	19. 4	29. 2	39. 1
10. 4	20. 1	30. 2	40. 4

41. 2	51. 1	61. 2	71. 3
42. 4	52. 3	62. 2	72. 1
43. 1	53. 2	63. 1	73. 4
44. 3	54. 4	64. 3	
45. 3	55. 1	65. 2	
46. 3	56. 3	66. 4	
47. 2	57. 4	67. 1	
48. 4	58. 1	68. 2	
49. 3	59. 1	69. 1	
50. 1	60. 3	70. 4	